R E P O R T R E S U M E S

ED 019 370 UD 005 671

ANNUAL REPORT, NOVEMBER 7, 1966 - OCTOBER 31, 1967.

BY- CLAYE, CLIFTON M.
TEXAS SOUTHERN UNIV., HOUSTON

PUB DATE 67

CONTRACT OEC-4-7-002100-1508
EDRS PRICE MF-$0.50 HC-$3.44 84P.

DESCRIPTORS- *PROGRAM DESCRIPTIONS, *EDUCATION SERVICE CENTERS, *SCHOOL INTEGRATION, EDUCATIONAL QUALITY, PROBLEM SOLVING, CULTURAL DIFFERENCES, COUNSELING SERVICES, TEACHING METHODS, SOCIAL OPPORTUNITIES, ACADEMIC ACHIEVEMENT, SCHOOL COMMUNITY RELATIONSHIP, HISTORY, CIVIL RIGHTS LEGISLATION, CURRICULUM DEVELOPMENT, NEGROES, CONFERENCES, WORKSHOPS, INSTITUTES (TRAINING PROGRAMS),

DURING ITS FIRST YEAR OF OPERATION THE CENTER MADE ITS SERVICES KNOWN TO HELP SCHOOLS ELIMINATE THE PROBLEMS ASSOCIATED WITH DESEGREGATION. AMONG THE PROBLEM AREAS INVESTIGATED IN CONFERENCES, WORKSHOPS, CLINICS, INSTITUTES, AND SPECIAL PROGRAMS WERE--CULTURAL DIFFERENCES, COUNSELING AND GUIDANCE SERVICES, TEACHING METHODS, SOCIAL ACTIVITIES, NEGRO ACADEMIC PERFORMANCE, EFFECTIVE COMMUNICATION BETWEEN THE NEGRO CHILD AND NEGRO COMMUNITY AND THE WHITE ESTABLISHMENT, LEGAL AND HISTORICAL ASPECTS OF SCHOOL DESEGREGATION, TEACHING COMPETENCIES, CURRICULUM INNOVATIONS, AND REORIENTATION ABOUT THE MEANING OF QUALITY EDUCATION. SOME OF THE CENTER'S RESOURCE MATERIALS AND THE HELP EXTENDED IN MANY OF THESE AREAS ARE BRIEFLY DESCRIBED. (AF)

ED019370

ERIC
0567

ANNUAL REPORT
of the

CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS

Prepared by

CLIFTON M. CLAYE

Contract No. 4-7-002100-1508
Project No. I-200
Public Law 88-352, Title IV, Section 404, the Civil Rights Act of 1964

UD 005 671

November 7, 1966 Through October 31, 1967

THE PROJECT REPORTED HEREIN WAS SUPPORTED BY A GRANT FROM THE UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, OFFICE OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE TEXAS SOUTHERN UNIVERSITY CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

ANNUAL REPORT

Prepared by

CLIFTON M. CLAYE, Director

UD 005 671

CONTRACT NUMBER

4 - 7 - 002100 - 1508

PROJECT NUMBER

I - 200

PUBLIC LAW 88-352, Title IV, Section 403, The Civil Rights Act of 1964

Houston, Texas

November 7, 1966 - October 31, 1967

THE PROJECT REPORTED HEREIN WAS SUPPORTED BY A GRANT FROM THE UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION

TABLE OF CONTENTS

Preface i

Advisory Council 1

Staff Activities 4

Conferences, Workshops, Clinics,
Institutes, and Special Programs 9

Outside Consultants 21

Summary 26

Projections 28

Appendices. 30

PREFACE

During the period, November 7, 1966 through October 31, 1967, covered by this report desegregation in the public schools of Texas has proceeded at a pace much more rapid than the educational leaders of the state thought possible. While the Center takes no credit for this stepped-up pace we can, in looking back over our experiences, assume that it has served in some small way to create a climate where school desegregation could at least be talked about and discussed out in the open. We recall, for example, some of the advice when we started: "Go slow", "Do not publicize what you do or where you go", "Eliminate the word 'desegregation' from your announcements", "Do not confront leaders directly", and the constant reminders from our Advisory Council: "Be patient". When we compare this timidity expressed in 1966 with the boldness and forthrightness with which school leaders moved to eliminate the dual school system in 1967 and review the activities of the Center, we would be naive indeed to presume that the activities of the Center had had no impact on the present status of school desegregation in Texas. To be sure, it was indirect, but it happened.

During the year as director of the Center we have seen relationships within and without the several school districts come from one of quiet reserve to one of personal friendship with educational professionals throughout the state. This is evidenced by the frankness and openness with which they discuss their problems, hopes, fears, and attitudes toward school desegregation. For this we are both pleased and proud.

While Texas has some one-thousand or more school districts which have, supposedly, eliminated the dual school system the job of desegregation is

far from complete. In fact, the physical aspects of desegregation have only served to reveal the real underlying problems which will tend to retard integration for years to come. There is little doubt that these kinds of activities as well as others can be of inestimable value in helping the several school districts of the state move from desegregation to integration. The direction of the push resulting from these activities should be the same as that outlined in our original proposal. However, the procedures and processes should be more precise and refined. The experiences of the past year makes this possible.

Nothing in this report should be construed so as to suggest that the launching of the project has been easy and highly successful. Many interacting factors have, perhaps, served to limit the possible good the project might have done. By the same token, nothing should be construed as suggesting that these problems have been overcome. We have made mistakes and will continue to make them - that is the way of progress. In all of our activities our only concern has been that of being of service to those we serve, in whatever capacity possible, as they struggle to eliminate the dual school system. It is anticipated that in the reorganization of the Center, which is underway, many of the problems will be solved and the influence of the Center will be extended and broadened.

If any modicum of success can be claimed for the Center's first year of operation, it must be attributed to the guidance and direction provided us by the dialogue carried on with members of the Advisory Council, other Center and Institute Directors, United States Office of Education personnel, and professional educators throughout the state of Texas who accepted the challenge of desegregation and deliberately sought ways and means to do something about it. For this dialogue we are grateful.

To carry out its mission the Center attempted to develop a consortium made up of representatives for the University of Houston, the University of Saint Thomas, Prairie View College, and Texas Southern University. These representatives were all members of the Advisory Council. Again, perhaps, the emotional climate surrounding school desegregation at the time the Center was funded might have been a limiting factor in making the consortium operate successfully.

No attempt is made in this report to describe the attitudes and feelings of school leaders in Texas relative to school desegregation. Rather, this report is designed to indicate the various ways and means the Center has utilized to make its services known and available to the several school districts of the state. These activities are reported under the following headings:

A. Advisory Council

B. Staff Activities

C. Institutes, Clinics, Seminars, and other Formal Programs

D. Technical Services

E. Outside Consultants

F. Summary and Projections

ADVISORY COUNCIL

The Advisory Council established according to the plans projected in the original proposal was composed of eleven members. These members came from the cooperating schools, the Texas Education Agency, Civil Rights group, professional education: Negro teacher in white school, white teacher in Negro school, school superintendent, Civic Organization, and the legal profession.

During the year that the project was in operation the Council met six times. These meetings, with the exception of the initial one, were designed to hear reports on the activities of the Center, to provide counseling and guidance for the staff in planning and following through on Center activities, to determine new and novel approaches to solve our common problem, to provide assistance in the on-going operations of the Center, and to provide assistance with the critical problem of staff recruitment.

It should be pointed out, perhaps, that the initial meeting of the Council was concerned primarily with acquainting members with the concept of a Center and how a Center operates, exploring, in depth, the magnitude of the problem about which we were and are concerned. In pursuing this objective members discussed a myriad of perceived problems - real and imaginery, of local educational decision-makers in the desegregation process.

In reviewing the minutes of these meetings it is interesting to note and compare the major concerns of the group at the initial meeting and the last one. At the initial meeting the major problems we faced as a Center as seen by the group were:

1. The possibility of stirring up strife in the local community by misinterpretation of our efforts by the press. (A case in point is the present situation in the Crosby Independent School District).

2. The connonations implied by use of the word "desegregation" in our title.

3. Fear on the part of local leaders, educational, to identify with an outside agency or group.

4. The relationship between what we were attempting to do and the work of the Title VI people.

At the last meeting of the Council the major problem as perceived by the group was the lack of aggressiveness on the part of the Center in getting more schools and school districts to utilize its services. We invited several East Texas Superintendents to sit in on this meeting and participate in our deliberations. They too, felt that the Center had not been aggressive enough.

Obviously, the fears expressed at the outset of the Center's operations limited the extent to which we were advised to go in assisting school districts with their problems resulting from the desegregation of their schools. It is also quite obvious that after a year's experience with the Center's operations and the attitude changes as reflected in what school districts did in the same time period, future activities of the Center could make a major impact on education in Texas.

In planning the make-up of the Advisory Council it was anticipated that: (1) the representatives from the cooperating schools would provide the technical know-how needed to make the Center's activities effective as it worked with the several school districts, (2) the representative of the Texas Education Agency would provide entree for the Center into the several school districts of the state, (3) the Civil Rights representative would provide entree into the activist groups of the state, (4) the public school representatives would provide the Center with insight into the real nature of the problems occasioned by school desegregation, (5) the representative from the Civic organizations would provide the Center

entree into the several civic groups of the state who had as a major part of their program equality of educational opportunity, and (6) the representative from the legal profession would provide the Center the legal counsel and direction needed to pursue its mission. While we have not been as successful as we had hoped with each of these representatives, we do feel that they have been of inestimable value to the work of the Center. For this counsel and direction we are both thankful and grateful.

The members of the Council were:

James R. Noland	College Professor University of Saint Thomas Houston, Texas
Emanuel Campbell	College Professor Texas Southern University Houston, Texas
John L. Brown	College Professor Prairie View College Hempstead, Texas
Earl Williams	College Professor University of Houston Houston, Texas
I. R. Hutchinson	Director Compensatory Education Texas Education Agency Austin, Texas
Thomas J. Griffin	Minister and Civic Leader Houston, Texas
Mrs. Stewart Wilbur	Classroom Teacher (white, in Negro school) Houston Independent School District Houston, Texas
S. Y. Nixon	Minister and Civil Rights Leader Longview, Texas
W. J. Durham	Attorney at Law Dallas Texas
Mrs. James Means	Classroom Teacher (Negro, in white school) Austin Independent School District Austin, Texas
James P. Evans	Superintendent, Shepherd Independent School District - Shepherd, Texas

STAFF ACTIVITIES

A. STATE AND NATIONAL CONFERENCES

Participation in and attendance at state and national conferences other than those sponsored by the Center itself was limited during the year by two factors: (1) the limitations written into our original proposal's budget, and (2) illness of the director. However, we did attend and participate in the following:

February 20-21, 1967

The Center acted as host for all Area IV Institute Directors

April 4-7, 1967

Clifton M. Claye attended the conference held for center directors at Miami, Florida.

October 30, 1967

Clifton M. Claye and J. B. Jones attended the conference for all center directors held in Washington, D. C.

November 16-18, 1967

Clifton M. Claye attended the National Civil Rights conference in Washington, D. C.

B. MEETINGS AND CONFERENCES WITH LOCAL AUTHORITIES AND OR ADMINISTRATORS

January 11, 1967

Clifton M. Claye met with the Superintendent of the Crosby Independent School District to discuss how the Center might be of service to them in solving the problems occasioned by school desegregation.

January 16, 1967

Clifton M. Claye and Jack E. Dodson met with the Crosby Independent School District Board of Education to discuss the kind of services available to the district through the Center.

January 23, 1967

Clifton M. Claye met with the Superintendents of the Shepherd, Willis, New Waverly, and Cold Springs Independent School

Districts to plan a series of seminars for the teachers of their districts dealing with the problems occasioned by desegregation of their schools.

February 3, 1967

Clifton M. Claye along with Mr. Darl Hulit met with the superintendent of the North East Houston Independent School District to discuss with him and his staff a proposal for a grant under Section 405, PL 88-352 Title IV, The Civil Rights Act of 1964.

March 1, 1967

Jack E. Dodson and George Rivera visited the Waelder, Texas at the request of the superintendent to explore the existing problems associated with desegregation as perceived by the staff.

March 18, 1967

Jack E. Dodson met the superintendent of the Alto Independent School District, Alto, Texas along with Dr. Stanley Kruger to explore procedures to be utilized in making application for Federal Funds for a training project for faculty personnel of his district under Section 405, PL 38-352, Title IV, The Civil Rights Act of 1964.

March 28, 1967

Jack E. Dodson and George Rivera met with the superintendents of the Willis, Shepherd, New Waverly, and Cold Springs Independent School Districts to complete plans for the final joint seminar to be held at Shepherd, Texas.

April 14, 1967

Jack E. Dodson met with Assistant Superintendent, Joe Parks and other administrative personnel of the Corpus Christi Independent School District to work out plans for two, two-day seminars to be held for personnel of the district.

May 26, 1967

Jack E. Dodson and George Rivera met with Joe Parks and other members of the administrative staff of the Corpus Christi Independent School District to finalize plans for the siminars indicated above.

May 29-30, 1967

George Rivera visited the superintendents of the Willis, New Waverly, Shepherd, and Cold Springs Independent School Districts to collect data and to assist in writing background information for an addendum to the proposal for 1968.

June 16-17, 1967

George Rivera represented the Center at the Conference on The Mexican Americans at San Antonio, Texas.

June 22, 1967

Jack E. Dodson attended and spoke at the opening session of the Corpus Christi Independent School District Seminar for school administrators. His topic was: "The Changing Patterns of Discrimination in American Society: Causes and Consequences." George Rivera attended and served as a reactor on a panel after the presentation of Darrell S. Willey on "Implications of Changes in a Multi-Ethnic Society for Educational Administrators".

June 23, 1967

George Rivera served as panelist on the discussion "What are the Issues and What are the Answers" at the Corpus Christi seminar.

June 22-23, 1967

Clifton M. Claye attended and directed the Human Relations Seminar for administrators of the Corpus Christi Independent School District at Rockport, Texas.

July 16-17, 1967

Clifton M. Claye visited the Brazosport Independent School District office to interview Jerome Bourgeois for possible employment with the Center.

July 19-21, 1967

Clifton M. Claye, along with Mrs. Susan Robey of the United States Office of Education, visited the Willis, New Waverly, Shepherd, and Cold Springs Independent School Districts as a follow through on their cooperative efforts to get an advisory specialist to serve them.

July 28, 1967

Clifton M. Claye visited the superintendents of the Douglasville, Maud, and Atlanta Independent School Districts to make plans for seminars in their area.

August 22-23, 1967

Staff conducted a seminar at the King High School, Corpus Christi, Texas on Human Relations in the Classroom for the staffs of the Northside Junior High School and the Moody Senior High School who, for the first time in September, would be working in completely desegregated schools - staff and students.

August 28, 1967

Clifton M. Claye met with Mr. Forrest Watson, Superintendent, Ennis Independent School District and his Administrative Staff to plan programs to insure smooth and peaceful elimination of the dual school system through in-service programs for the professionals of the district.

September 26-27, 1967

Dr. Robert Skaife of the United States Office of Education visited to plan for the future of the Center.

October 2-4, 1967

The staff of the center worked with the professional staff of the Ennis Independent School District, Ennis, Texas collecting data as background material for a proposal to be developed later.

October 5, 1967

Representative from the several cooperating schools met to plan for further development of the Center along the lines suggested by Dr. Skaife.

October 7, 1967

The staff conducted a seminar on "The Expanding Role of the Teacher in a Desegregated School: Curriculum Innovations" for the professional staff of the Ennis Independent School District, Ennis, Texas.

October 12, 1967

Clifton M. Claye met with Dr. J. W. Donaldson, Director, Region VIII Education Service Center, Mt. Pleasant, Texas to plan a seminar for school principals in his service area.

October 23, 1967

Clifton M. Claye met with Mr. Watson and the Administrative Staff of the Ennis Independent School District to go through the statistical report of factors which might affect desegregation of public schools in their district, to make plans for the submission of a comprehensive proposal to the United States Office of Education (That portion to be submitted under PL 88-352, Title IV, Section 405 of the Civil Rights Act of 1964 was the responsibility of this office and at this writing the proposal has been submitted), and to plan for a series of four in-service programs for the staff during the 1967-68 school year.

October 24, 1967

Clifton M. Claye met with representatives of the Jasper Independent School District, Jasper, Texas to explore the possibility of the Center providing them some assistance in solving their many problems occasioned by elimination of the dual school system.

October 25, 1967

The staff conducted a seminar for school principals in the Region VIII Educational Service Center, Mt. Pleasant, Texas area. The general theme for the seminar was: "Quality Education in a Desegregated school: Its Meaning and Some Approaches".

October 26, 1967

Clifton M. Claye met with Mr. Cluren Richardson of the Columbus Independent School District, Columbus, Texas and Mr. Welch, Superintendent of the Delmar Independent School District, Paris, Texas to explore the possibility of the Center providing them some assistance through seminars and drive-in conferences for their staffs.

CONFERENCES, WORKSHOPS, CLINICS, INSTITUTES AND SPECIAL PROGRAMS CONDUCTED BY THE CENTER

As written into the original proposal workshops, conferences, clinics, et cetra were to be an integral part of the activities of the Center. The objectives of these activities were: (1) to provide a sounding-board for open and free discussion of school desegregation problems and fears, (2) to identify problems perceived by educational professionals out on the field, (3) to develop action plans to eliminate anticipated blocks to smooth desegregation, (4) to provide for working and social interaction between and among Negro and white professionals, (5) to familiarize educators in our service area with the services the Center could and would provide, (6) to explore school desegregation problems as they relate to quality education, (7) to review the United States Circuit Court of Appeals Decision relating to school desegregation, and (8) to explore the immediate steps a district might take to solve its own problems.

These activities are reported under the following headings: (1) those activities specifically designed for members of the Advisory Council, (2) those activities specifically designed for Educational Decision Makers (superintendents, school board members, school board lawyers, and school principals), and (3) those designed specifically for classroom teachers and instructional leaders.

A. ADVISORY COUNCIL

The initial meeting of the Advisory Council was designed, primarily, to acquaint members with the concept of a center, how, hopefully, a center operates, and to explore the magnitude and extent of the problems occasioned by school desegregation. To this end the following presentations

were made to this group:

1. Desegregation of the Public Schools and the Immediate Future - Joe E. Parks, Assistant Superintendent, Corpus Christi Independent School District, Corpus Christi, Texas.

2. Desegregation of Public Schools: Some approaches - Carrie Clements, Assistant Regional Director, National Urban League, Atlanta, Georgia.

3. Emotional Overtones in A Desegregated School - Joe E. Parks

4. Desegregation of Public Schools: Counseling and Guidance - Carrie Clements.

5. The Oklahoma Center, Truman Wester, Director, University of Oklahoma, Norman, Oklahoma.

6. The Western Kentucky Center, Morris Osborne, Director, Western Kentucky Center, Bowling Green, Kentucky.

B. EDUCATIONAL DECISION MAKERS

1. Area Meetings for Superintendents

Three area meetings for superintendents were held during the period covered by this report. These meetings were held to announce the establishment of the Center, to discuss the services the Center could and would provide, and to explore school desegregation problems as they relate to quality education. It was anticipated that the information collected in these meetings would serve as planning guides for the activities of the Center.

The meetings were:

A. Houston Area - November 18-19, 1966

Participants: 15 School Superintendents

Speakers: B. J. McCormick, Deputy Superintendent
Pittsburg Public Schools
Pittsburg, Pennsylvania

John W. Letson, Superintendent
Atlanta Public Schools
Atlanta, Georgia

B. Austin Area - December 2-3, 1966

Participants: 11 School Superintendents

Speakers: Francis Rifugiato, Curriculum Coordinator
Pittsburg Public Schools
Pittsburg, Pennsylvania

Everett DeVaughn, Assistant Superintendent
Atlanta Public Schools
Atlanta, Georgia

C. Dallas Area - December 9-10, 1966

Participants: 9 School Superintendents

Speakers: Francis Rifugiato, Curriculum Coordinator
Pittsburg Public Schools
Pittsburg, Pennsylvania

Everett DeVaughn, Assistant Superintendent
Atlanta Public Schools
Atlanta, Georgia

Examples of problems identified by participants in the above meetings are:

1. Assimilation of the Negro teacher into the white school or vice versa
2. Assimilation of the Negro student into the previously all white school
3. Inability to get white children to attend previously all Negro schools
4. Bus transportation
5. The achievement level of Negro students
6. Resegregation by citizens (housing) after communities have been desegregated
7. Developing acceptance of desegregation in rural communities
8. Social activities within and without the desegregated school
9. Selection of teachers to be the first to intergrate staffs
10. Negro opposition to school desegregation

11. Lines of communication with the Federal Government

12. The interrelatedness of Federally sponsored programs

13. Instructional materials

14. Curriculum innovations

15. Discipline in a desegregated school

16. Financing needed physical facilities

The Center sponsored an institute for educational decision makers (Superintendents, School Board Members, School Board Lawyers, and other administrative personnel) on February 4, 1967 to discuss and clarify: (1) the recent decision of the Fifth Circuit Court of Appeals on School Desegregation, and (2) the 1967 U S O E School Desegregation Guidelines.

Objectives of the Institute were:

1. To help educational decision makers realize the importance the Fifth Circuit Court's Decision on School Desegregation will have on the public schools of Texas.

2. To increase educational decision makers ability and willingness to accept their responsibility as educational leaders in school desegregation.

3. To get educational decision makers started on action plans in reference to the 1967 U S O E Guidelines of School Desegregation.

4. To develop, on the part of educational decision makers, some legal and ethical commitment to school desegregation.

Participants: 125

School Districts represented: 63

Speakers: Dr. G. William Foster, Professor of Constitutional Law, School of Law, University of Wisconsin

L. Darl Hulit, Area IV Director, Institutes and Grants Program, United States Department of Health, Education, and Welfare, United States Office of Education, Washington, D. C.

Reactors: Dr. Kenneth S. Tollett, Dean, School of Law, Texas Southern University Houston, Texas.

Attorney William L. Wood, Jr. Houston, Texas

Attorney G. Sidney Buchanan Houston, Texas

The Center sponsored a one day institute on March 18, 1967 for Educational Decision Makers to look at, in depth, staff desegregation and to see how one city operated to make it work. This institute was held at Texas Southern University, Houston, Texas.

Participants: 175 (146 paid) representing seventy-four school districts.

Speaker: Samuel V. Noe, Superintendent Louisville Public Schools, Louisville, Kentucky

Reaction Panel: J. B. Jones, Dean of Students, Texas Southern University, Moderator

Mrs. Howard Barnstone, Board Member, Houston Independent School District, Houston, Texas Reactor

Earl W. Rand, Professor of Education, Texas Southern University, Reactor

Problem: Staff Desegregation

U. S. Office of Education Consultant: Stanley Kruger

A two day seminar on Human Relations was conducted by the Center for the School Administrators of the Corpus Christi Independent School District, Corpus Christi, Texas. This seminar was held at the Sea Gun Inn, Rockport, Texas. A total of 79 members of the administrative staff of the Corpus Christi Independent School District participated. The categories represented were:

Superintendents	1
Assistant Superintendents	2
Central Office Staff	13
Supervisors and Department Heads	16
Principals	47

In an effort to further develop closer cooperation between the Center and other agencies working on educational problems throughout the state the Center sponsored a one-day seminar, at the request of the Director, in the office of Region VIII Education Service Center, Mt. Pleasant, Texas. This seminar was held October 25, 1967.

Participants:	Principals - 34 Superintendents - 5 Visitors - 5
Speakers:	Aaron Lipton, Professor of Elementary Education The Pennsylvania State University, University Park, Pennsylvania Lawrence A. Davis, President, A. M. & N. College Pine Bluff, Arkansas
Reactors and Group Leaders:	Aaron Lipton L. A. Davis J. B. Jones, Professor of Psychology Texas Southern University, Houston, Texas Earl W. Rand, Professor of Education Texas Southern University, Houston, Texas James Detherage, Superintendent, Roxton Independent School District, Roxton, Texas
Problem:	Quality Education in a Desegregated School: Its Meaning and Some Approaches

C. CLASSROOM TEACHERS AND INSTRUCTIONAL LEADERS

The activities sponsored by the Center falling into this category were:

1. Houston (Texas Southern University) December 12-13, 1966

   Participants: 56 classroom teachers

   School Districts Represented: 26

   Speakers: Susan Millman, Institute for Developmental Studies, New York University.

   Edith Calhoun, Institute for Developmental Studies New York University

Problems identified or isolated:

a. Motivation in a desegregated school

b. Self-image among Negro students in a desegregated school

c. The problems surrounding racial differences in a desegregated school

d. Levels of performance among Negro students in a desegregated school

e. Discipline in a desegregated school

f. Compensatory educational programs in a desegregated school

g. Instructional materials in a desegregated school

h. Home-school, teacher-pupil, and teacher-parent relationships in a desegregated school

i. Grouping in a desegregated school

2. Cold Springs - January 23, 1967

Participants: 200

School districts represented: 4

Speaker: Henry A. Bullock, Professor of Sociology, Texas Southern University

Problems identified or isolated:

a. Developing a bridge or understanding between Negro and white teachers in a desegregated school

b. Relationship between achievement and the demands of the school

c. Problems Negro and white teachers face in dealing with dropout behavior in a desegregated school

d. Comparison of the demands made on students by Negro and white teachers in a desegregated school

3. Crosby - January 26, 1967

Participants: 100

Speakers: E. W. Rand, Professor of Education
Texas Southern University

John Creswell, Professor of Education
University of Houston

Problems identified or isolated:

a. Factors causing students to transfer or re-transfer to a different school under a "Freedom of Choice" Plan.

b. Teachers' contracts and school desegregation

c. Community - school climate and progress in school desegregation

4. New Waverly, Texas - March 7, 1967

Participants - 147 professionals representing seven school districts

Speaker: Mrs. M. C. Arrant, Supervisor
Elementary Schools, Pine Bluff, Arkansas

Problem Discussed: Some possible solutions to instructional problems occasioned by stepped-up desegregation in September, 1967.

a. Teaching poor and slow learners

b. Grouping within the classroom

c. Skill development

d. Classroom control

e. Working effectively with children of different experiential backgrounds

f. Staff relationship

g. Stimulation (Motivation)

5. Willis, Texas - March 20, 1967

Participants 150 professionals representing seven (7) school districts.

Speaker: Dr. Robert Strom, Director, Preface Plan Project
The Ohio State University, Columbus, Ohio

Problems Discussed: Understanding Prejudices and Test Interpretation in a Desegregated School: Implications for teaching and learning.

6. Shepherd, Texas - April 18, 1967

Participants 150 professionals representing seven school districts.

Problem: Developing individual district and school action programs to meet and solve problems anticipated with stepped-up desegregation in September, 1967.

Group Leaders: Dr. E. W. Rand, Professor of Education, Texas Southern University

Emanuel Campbell, Associate Professor of Education, Texas Southern University

Dr. J. B. Jones, Dean of Students, Texas Southern University

Dr. M. N. Cooper, Professor of Psychology, Texas Southern University

Mr. George Rivera, Graduate Assistant, C. S. P. A. D. Texas Southern University

Dr. Jack E. Dodson, Associate Director, C. S. P. A. D. Texas Southern University

Dr. Melvin P. Sykes, Psychiatrist, Veterans Administration Hospital, Houston, Texas

Dr. Rupert C. Koeninger, Professor of Sociology, Texas Southern University

7. Houston, Texas - May 5 and 6, 1967

Participants: 125 (92 paid) Instructional leaders representing forty-eight school districts.

Speakers: Dr. Cleo Cook, Professor of Education, Los Angeles State College, Los Angeles, California

Mrs. Evelyn Murray, Curriculum Specialist, School of Education, University of Tennessee, Knoxville, Tennessee

Mr. John Lawter, Principal, Central High School Oklahoma City, Oklahoma

Reaction Panel: Jack E. Dodson, Associate Director, C. S. P. A. D., Moderator

Jerome D. Bourgeois, Principal, Lanier Unit, Freeport, Texas

Dr. Louise Stephens, Professor of Education,
Langston University, Langston, Oklahoma

Problems Discussed: (1) New Dimensions of Leadership Needed in Desegregated Schools

(2) Curriculum Innovations and Materials Needed in Desegregated Schools

(3) Effective Teaching in Desegregated Schools

U. S. Office of Education Consultant: Mrs. Susan Robey

8. Corpus Christi, Texas - August 22-23, 1967

Participants: Classroom Teachers - 94
Superintendents - 5
Principals - 8
Central Office Staff - 10

Speakers: Edith Calhoun, Director, Community and Parents Program, Institute for Developmental Studies New York University, New York, New York

George Sanchez, Professor, University of Texas Austin, Texas

J. B. Jones, Professor of Psychology, Texas Southern University, Houston, Texas

Reactors and
Group Leaders: Edith Calhoun
George Rivera
George Sanchez
J. B. Jones

Problem: Human Relations in the Classroom

9. Ennis, Texas, October 7, 1967

Participants: Classroom Teachers - 124
Superintendents - 2
Principals - 6
Central Office Staff - 10
Visitors (Parochial School) - 12

Speakers: Lawrence A. Davis, President, A. M. & N. College Pine Bluff, Arkansas

John P. McIntyre, Director, Learning Resources, Dade County Schools, Miami, Florida

Group Leaders: L. A. Davis, John P. McIntyre, Jerome Bourgeois, Principal, Brazosport Junior High School, Freeport Texas - Maeleen C. Arrant, Supervisor, Elementary Schools, Pine Bluff, Arkansas

OTHER TECHNICAL SERVICES

Besides formal presentation at all the Center's sponsored activities we have met with the Crosby Independent School District Board of Education, Crosby, Texas to discuss with them the problems inherent in the desegregation process in their districts and how we might be of service to them in making the transition as smooth as possible. This visit was in response to an invitation by the superintendent after the Title VI people had visited him. Our recommendation to them was that they do as the Compliance people had suggested - re-open freedom of choice and integrate more teachers. However, the local press carried a different interpretation. No efforts were made to correct the release. In the discussion of finances for school building reference was made to Title III of the Elementary and Secondary Education Act which, under certain conditions, can provide a source of funds. This too, was misinterpreted to the press. The reaction of the board members in regard other Federal Programs suggest the need for some dialogue with superintendents on this topic. This is being arranged by the Center.

Inquiries have come from other school districts with reference to this kind of activity, but so far none of them have materialized. We feel that the opportunities are forthcoming.

We, during the year, have helped the Willis, New Waverly, Shepherd, and Cold Springs Independent School Districts collect data to support a request for an Advisory Specialist. We provided the resources and advice for the Ennis Independent School District to collect and analyze data on factors which contribute to elimination of the dual school system. This same kind of service has been requested from eight (8) other school

districts. We are hoping to get started on these projects when and if we are funded for another year. At the moment (time of this writing) we are advising several school districts on plans for in-service growth activities under their Title I money allocation of the Elementary and Secondary Education Act.

OUTSIDE CONSULTANTS

Consultants other than the two of us associated with the Center, Jack Dodson and myself, were used in all of our meetings to assist in the achievement of our objectives. While no attempt is made in this report to evaluate the contributions of these consultants, we feel that it should be stated that from our own particular position or point of view and the expressed opinions of participants all of them fulfilled their responsibilities admirably. In fact, all of their presentations were both provocative and challenging in what they said and how they said it.

For the most part, all outside consultants were utilized as discussion leaders and their presentations were made in an informal face-to-face setting. The interaction was excellent.

In selecting consultants, efforts were made to get knowledgeable people in the area or on the topic they were to discuss. Hence, we have utilized people from across the nation. The following were utilized:

Mrs. M. C. Arrant, Supervisor, Elementary Schools, Pine Bluff, Arkansas. Worked for one day with professionals in Shepherd, Willis, New Waverly and Cold Springs Independent School Districts on some possible solutions to some anticipated problems which might be occasioned by stepped-up desegregation in September, 1967, and one day as a Group Leader with the staff of the Ennis, Texas Independent School District.

Mrs. Howard Barnstone, Board Member, Houston Independent School District, Houston, Texas. Worked one day as a panelist with superintendents on staff desegregation.

Jerome Bourgeois, Principal, Lanier Unit, Freeport, Texas. Worked for two days as a panelist for the institute on problems for Instructional Leaders, and one day as a Group Leader with the staff of the Ennis, Texas Independent School District.

Henry A. Bullock, Professor of Sociology, Texas Southern University Houston, Texas. Worked for one day with classroom teachers on the demands of the school environment and dropout behavior.

Edith Calhoun, Director, Community and Parents Program, Institute for Developmental Studies, New York University
New York, New York. Worked two days with the staffs of the Northside Junior High School and the Moody Senior High School as a presenter (Topic: "Cultural Differences and Implications for Teaching and Learning in A Desegregated School") as a Reactor, and as a Group Leader. She also worked for two days with classroom teachers on the same topic in an institute on the campus of Texas Southern University.

Emmanuel Campbell, Associate Professor of Education, Texas Southern University, Houston, Texas. Worked for five days with professionals of the Willis, New Waverly, Shepherd and Cold Springs Independent School Districts on anticipated problems which might be occasioned by stepped-up desegregation in September, 1967. He served as a consultant and Group Leader in formulation of Action Plans.

Carrie Clements, Assistant Regional Director, National Urban League, Atlanta, Georgia. Worked with the Advisory Council for three days on some approaches to desegregation and counseling and guidance in a desegregated school.

Dr. Cleo Cook, Professor of Education, Los Angeles State College, Los Angeles, California. Worked for two days with Instructional Leaders on school desegregation.

Dr. M. N. Cooper, Professor of Psychology, Texas Southern University Houston, Texas. Worked for one day as a Group Leader with Shepherd, Willis, New Waverly, and Cold Springs Independent School Districts in formulating plans to meet and solve anticipated problems which might be occasioned by stepped-up desegregation in September, 1967.

John Creswell, Professor of Education, University of Houston, Houston, Texas. Worked for one day with classroom teachers on making freedom of choice work.

Lawrence A. Davis, President, A. M. and N. College, Pine Bluff, Arkansas worked one day as a Presenter (Topic: "Curriculum Demands of a Desegregated School") and Group Leader with the Ennis District staff, and one day as a Presenter (Topic: "Quality Education In A Desegregated School: Its Meaning and Importance") and Group Leader with principals in Region VIII service area.

James Detherage, Superintendent, Roxton Independent School District, Roxton, Texas. Worked one day as a Reactor and Group Leader with principals in the Region VIII service area.

Everett DeVaughn, Assistant Superintendent, Atlanta Public Schools, Atlanta, Georgia. Worked for four days with superintendents on approaches to community acceptance of desegregation and social life in a desegregated school.

G. William Foster, Professor of Constitutional Law, School of Law, University of Wisconsin, Madison, Wisconsin. Worked for one day with educational decision makers on the impact of the recent Fifth Circuit Court of Appeals Decision on desegregation on the schools of Texas.

L. Darl Hulit, Director, Area IV, Institutes and Grants, Office of Equal Educational Opportunities, Office of Education, Washington, D. C. Worked for one day with educational decision makers on the 1967 U. S. O. E. Guidelines on Desegregation.

Dr. J. B. Jones, Dean of Students, Texas Southern University, Houston, Texas. Worked one day as moderator of a Reaction Panel on Staff Desegregation for Educational Decision Makers and one day as a Group Leader with Shepherd, Willis, Cold Springs, and New Waverly Independent School Districts in the formulation of plans to meet and solve anticipated problems which might be occasioned by stepped-up desegregation in September, 1967, two days with the Administrators of the Corpus Christi ISD in the Seminar on Human Relation, June 23-24, 1967, two days as a presenter (Topic: "Human Relations Education for the Teacher"), a Reactor, and as a Group Leader with the staffs on the Northside Junior High Schools and the Moody Senior High School of Corpus Christi, Texas, and one day as a Reactor and Group Leader with principals in the Region VIII service area.

Dr. Rupert C. Koeninger, Professor of Sociology, Texas Southern University, Houston, Texas. Worked for one day as a Group Leader with Shepherd, Willis, Cold Springs, New Waverly Independent School Districts in formulating plans to meet and solve anticipated problems which might be occasioned by stepped-up desegregation in September, 1967.

C. D. Landolt, Office of Education, Dallas, Texas. Worked for one day as a panelist on the 1967 U. S. O. E. Guidelines on Desegregation.

Mr. John Lawter, Principal, Central High School, Oklahoma City, Oklahoma. Worked for one day with Instructional Leaders on school desegregation.

Dr. Marvin V. Layman, Associate Professor of Sociology, Texas Southern University, Houston, Texas. Worked two days with Administrators of the Corpus Christi ISD in the Seminar on Human Relations, June 23-24, 1967.

John W. Letson, Superintendent, Atlanta Public Schools, Atlanta, Georgia. Worked for two days with superintendents on approaches to community acceptance of desegregation and social life in a desegregated school.

Aaron Lipton, Professor of Elementary Education. The University of Pennsylvania, University Park, Pennsylvania worked one day as a presenter (Topic: "Quality Education in A Desegregated School: Some Approaches to Achieving") and as a Group Leader with principals in Region VIII service area.

B. J. McCormick, Deputy Superintendent, Pittsburg Public Schools, Pittsburg, Pennsylvania. Worked for two days with superintendents on desegregation and quality education.

John P. McIntyre, Director, Learning Resourses, Dade County Schools, Miami, Florida. Worked one day with the staff of the Ennis, Texas Independent School District as a presenter (Topic: "The Expansion of Teacher Roles and Curriculum Goals in A Desegregated School)," as a Reactor, and a Group Leader.

A. T. Miller, Education Specialist, Dallas, Texas. Worked for one day as a panelist on the 1967 U.S. O. E. Guidelines on Desegregation.

Susan Millman, Social Psychologist, Institute for Developmental Studies New York University, New York City. Worked for two days with classroom teachers on motivational considerations and implications for teaching and learning.

Mrs. Evelyn Murray, Curriculum Specialist, School of Education, University of Tennessee, Knoxville, Tennessee. Worked for two days with Instructional Leaders on school desegregation.

Samuel V. Noe, Superintendent, Louisville Public Schools, Louisville, Kentucky. Worked for one and a half days with Superintendents on school desegregation.

Morris Osborne, Director, Western Kentucky University, Bowling Green, Kentucky. Worked with the Advisory Council on the purposes and operations of a center as he sees it in terms of the development of the center he directs.

Joe E. Parks, Assistant Superintendent, Corpus Christi Public Schools, Corpus Christi, Texas. Worked with the Advisory Council for three days on desegregation of public schools and the emotional tones therein.

Earl W. Rand, Professor of Education, Texas Southern University, Houston, Texas. Worked with classroom teachers for one day on staff integration, Crosby, Texas. Worked for one day as a Panelist on Staff Desegregation in Educational Decision Makers, one day as a Group Leader with the Shepherd, Willis, New Waverly and Cold Springs Independent School Districts in formulating action plans to meet and solve anticipated problems which might be associated with stepped-up desegregation in September, 1967, and worked one day as a Reactor and as a Group Leader with principals in Region VIII service area.

Francis Rifugiato, Curriculum Coordinator, Pittsburg Public Schools, Pittsburg, Pennsylvania. Worked for four days with superintendents on desegregation and curriculum consideration.

George Sanchez, Professor, University of Texas, Austin, Texas. Worked two days with the staffs of the Northside Junior High School and the Moody Senior High School of Corpus Christi as a presenter (Topic: "Patterns of Behavior Among Minority Groups Which Should Be of Concern to Teachers"), as a Reactor, and as a Group Leader.

Dr. Louise Stephens, Professor of Education, Langston University, Langston, Oklahoma. Worked for two days as a Panelist at the Institute on Problems for Instructional Leaders.

Dr. Robert Strom, Director, Preface Plan Project, The Ohio State University, Columbus, Ohio. Worked for one day with professionals in Shepherd, Willis, New Waverly and Cold Springs Independent School Districts on Understanding Prejudices and Test Interpretation in Desegregated Schools: Implications for Teaching and Learning.

Dr. Melvin P. Sykes, Psychiatrist, Veterans Administration Hospital, Houston, Texas. Worked for one day as a Group Leader with Shepherd, Willis, New Waverly, and Cold Springs Independent School Districts in formulating plans to meet and solve anticipated problems which might be occasioned by stepped-up desegregation in September, 1967.

Kenneth S. Tollette, Dean, School of Law, Texas Southern University Houston, Texas. Served as Moderator of Reaction Panel of lawyers to a discussion of the impact of the recent Fifth Circuit Court of Appeals Decision on School Desegregation.

Don Vernon, Equal Education Opportunities Program, Office of Education Department of Health, Education and Welfare, Washington, D. C. Worked for one day as a panelist on the 1967 U. S. O. E. Guidelines on Desegregation.

Jerrold Ward, Civic Rights Specialist, Equal Educational Opportunities Program, Office of Education, Department of Health, Education and Welfare, Washington, D. C. Worked for one day as a Panelist on the 1967 U. S. O. E. Guidelines on Desegregation.

Truman Wester, Director, University of Oklahoma, Norman, Oklahoma. Worked with the Advisory Council on the purposes and operations of a center as he sees it in terms of the development of the center he directs.

Dr. Darrell S. Wiley, Professor of Educational Administration, New Mexico State University, Las Cruces, New Mexico, worked for two days with the administrators of the Corpus Christi ISD in the Seminar on Human Relations, June 23-24, 1967.

C. Robert Wood, Texas Educational Consultative Services, Austin, Texas Worked for six days with the center staff and the Ennis Independent School District staff in developing a statistical analysis of factors in the Ennis District affecting desegregation.

William L. Wood, Jr., Attorney at Law, Houston, Texas. Reactor to presentation by Dr. G. William Foster on the impact of the recent Fifth Circuit Court of Appeals Decision on School Desegregation.

SUMMARY AND PROJECTIONS

A. Summary

During the year that the Center has been in operation its activities have been directed toward a wide range of problems and problem areas including cultural differences, counseling and guidance services, teaching methodology, social activities within and without the school, academic performance among Negro students, effective communications with the Negro child and the Negro community by the white establishment, the legal and historical aspects of school desegregation, teaching competencies, curriculum innovations, and a re-orientation as to what quality education really means. We have tried, within limitations imposed on us, to find solutions to those problems perceived by the local community. In this connection, emphasis has been placed, not only on an understanding of the problem, but also on techniques for initiating change in a positive direction. More specifically, we have looked at such problems as those associated with:

Negro teacher - white student
Negro student - white teacher
Negro student - white counselor
White student - Negro counselor
Organizational patterns for instruction
Social life within the school
White principal - Negro teachers
Negro principal - white teachers
White principal - Negro students
Negro principal - white students
Emotional overtones in a desegregated classroom
Curriculum innovations
School - community relations
Critical self-analysis

In addition to the human and other resources available at and through Texas Southern University, the Center has had at its disposal the nominal human and other resourses of Prairie View College, the University of

Houston, the University of Saint Thomas, and the Texas Education Agency. The presidents of the schools indicated and the Commissioner of Education for the state of Texas committed their schools and the agency to this idea at the time of application for establishment of the Center.

For use in the institutes, conferences, seminars and other planning activities the Center has utilized the services of nationally known scholars and educators who have worked rather closely with school and school district personnel in the development of suggested procedures, operations, and approaches to solution of problems identified within the local community relating to school desegregation.

During the first year of our operation, the Center utilized its resources, for the most part, to make its services known and to let it be known throughout its service area that we were available to schools and school districts to help them do whatever they felt needed to be done in eliminating the dual school system. In pursuing this objective, our activities have been involved largely with relatively large groups with little or no opportunity for participants to explore among themselves their problems and concerns. The number and kind of such groups follow:

Number of school districts served - 174

Number of school districts in cities - 30

Number of school districts in towns - 125

Number of common school districts - 19

Number of school superintendents participating in one or more of our activities - 115

Number of school board members participating in one or more of our activities - 59

Number of school principals participating in one or more of our activities - 142

Number of classroom teachers participating in one or more of our activities - 392

Number of supervisiors participating in one or more of our activities 32

Number of curriculum coordinators participating in one or more of our activities - 15

Number of counselors participating in one of more of our activities 15

Number of school board attorneys participating in one or more of our activities - 3

Number of county judges participating in one or more of our activities - 2

Number of school district business managers participating in one or more of our activities - 5

B. Projections

At the close of this reporting period serious dialogue was underway among representatives of the University of Houston, the University of Saint Thomas, Houston Baptist College, Prairie View College, and Texas Southern University regarding a restructuring and re-organization of the Center to insure more involvement on the part of the participating schools. Hence, any projections as to the future direction of the Center's activities would be premature. However, the plans for restructuring and re-organization, as they are presently being discussed include:

1. Changing the name of the Center to "The Southeastern Texas Educational Center."

2. Re-writing the original proposal for the establishment of the Center in order to give the Houston Independent School District top priority in any and all activities of the Center.

3. Follow through on number two above would insure that the Teacher Education Program at the University of Houston would have high priority on any and all activities of the Center since the university trains most of the teachers of the district.

4. Making sure that the general public does not get the idea that the Center is a Texas Southern University project.

5. Having the proposed organizational structure to provide for:
   a. A Policy Making Board composed of not more than twenty-five members including the heads of the cooperating schools, ten (10) superintendents, the State Director of Compensatory Education Programs, and the State Director of the Regional Service Centers.

   b. An Administrative Council to be responsible for carrying out the policies of the board and composed of the appointed representatives of each of the cooperating schools.

   c. Technical Assistants from each of the cooperating schools to be responsible for follow through on any and all programs approved by the Administrative Council.

   d. Operational Staff to be selected later.

   e. Making the Houston Baptist College the Fiscal Agent for the Center.

   f. Moving the physical headquarters of the Center to the campus of the University of Houston.

6. Follow through on the contacts and experiences of the presently organized center to insure continuity in program development.

APPENDICES

APPENDIX A

(ANNOUNCEMENTS)

STIPENDS -

Individuals selected for attendance at any and all activities under the direction and or/sponsorship of the center itself and initiated by the local school district, The Texas Education Agency, the center itself, or any other organization having the authority will be paid the usual stipend of fifteen (15) dollars per day plus travel per car pool at the usual rate of nine (9) cents per mile.

NOMINATIONS AND INQUIRIES

The Texas Southern University Resource Center is a finding operation as well as an educative adventure. It is hoped that a large number of school districts of the state of Texas will be interested in its possible application and use within their own school communities as they struggle to meet the demands of the desegregation process. The problems encountered in this process are best known by the educational leaders within the school communities of the state. Hence, nominations for participation in the center's activities should originate with the superintendent, the local school board, the Texas Education Agency, or any other state agency having such authority. Normally, the nominees should come from those districts whose superintendents have been participants in one of the area meetings specifically designed for them. As soon as a person is nominated or makes inquiry further details will be provided through correspondence.

Schools and school districts attracted by the center are invited to inquire about details.

Direct nominations and inquiries to:

Dr. Clifton M. Claye, Director
Resource Center
Texas Southern University
P. O. Box 351
Houston, Texas 77004

Telephone: Area Code 713
JAckson 8 - 0611 Ext. 238

ITS STAFF

Director - Dr. Clifton M. Claye
Texas Southern University
Associate Director - Dr. Jack Dodson
University of Houston
Assistant Director - to be selected

ADVISORY COMMITTEE

1. Rev. James R. Noland
   University of St. Thomas
2. Mr. Emanuel Campbell
   Texas Southern University
3. Dr. J. L. Brown
   Prairie View College
4. Dr. Earl Williams
   University of Houston
5. Mr. I. R. Hutchingson
   Texas Education Agency
6. Rev. Thomas J. Griffin
   Houston, Texas
7. Mrs. Stewart Wilbur
   Houston Independent School District
   Houston, Texas
8. Rev. S. Y. Nixon
   Longview, Texas
9. Attorney W. J. Durham
   Dallas, Texas
10. Mrs. James Means
    Austin, Texas
11. Mr. James P. Evans
    Shepherd, Texas

ANNOUNCING . . . .

A Resource Center for the Solution of Problems Associated With School Desegregation

TEXAS SOUTHERN UNIVERSITY

In Cooperation With

THE UNIVERSITY OF HOUSTON
UNIVERSITY OF ST. THOMAS
PRAIRIE VIEW A & M COLLEGE
and
U. S. DEPARTMENT of HEALTH, EDUCATION and WELFARE

FOR SCHOOLS AND SCHOOL SYSTEMS OF TEXAS IN THE PROCESS OF DESEGREGATING PUBLIC EDUCATION

WHAT IT IS -

The Resource Center is a place and an organization where schools and school districts in the process of desegregation might receive professional assistance in the solution of problems associated therewith. Orientation of the center is toward the solution of a wide range of problems and problem areas including cultural differences, counseling and guidance services, teaching methodology, social activities, academic achievement, effective communications, and the legal and historical aspects of school desegregation.

ITS FOCUS -

The center is concerned with the finding of solutions to problems inherent in the local situation which center around cultural differences, development of intellectual strength, the psychology of motivation, teaching methodology, and social life within and without the school.

Emphasis is placed, not only on an understanding of the problem, but also on the techniques of initiating change within the verbal environment in a positive direction. More specifically, the center is designed to assist in the solution of such problems as those associated with:

Negro teacher - white students
Negro students - white teachers
Negro student - white counselor
White student - negro counselor
Organizational patterns for instruction
Social life within the school
White principal - Negro teachers
Negro principal - white teachers
White principal - Negro students
Negro principal - white students
Emotional overtones in a desegregated classroom and school
Curriculum innovations
School - community relationships.

ITS RESOURCES -

In addition to the human and other resources available at and through Texas Southern University, the center has at its disposal the human and other resources of the University of Houston, University of St. Thomas, Prairie View A & M College, and the Texas Education Agency.

For use in the drive-in conferences, seminars, week-end conferences with superintendants, and other planning sessions the center utilizes the services of nationally known scholars and educators who will work intensively with schools and school district personnel developing suggested procedures, operations, and approaches to solution of problems identified within the local community relating to school desegregation.

ITS OPERATIONS -

In pursuing the objectives of the center the following procedures are utilized:

1. An eleven (11) member bi-racial committee composed of personnel from public schools, institutions of higher education, the Texas Education Agency, and civil rights groups provide continuous guidance to the center.

2. Consultation and assistance are provided schools and school systems on problems associated with desegregation.

3. A capable staff is available to schools and school districts on an on-call basis within the state of Texas.

4. Three day meetings with superintendents in three different locations to identify and isolate problems will be scheduled.

5. Workdays, clincis, seminars and drive-in conferences are held both on the campus of Texas Southern University and within the local school districts.

6. The services provided schools and school districts will be on a cost-free, split-cost, or supervisory basis as appropriate.

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

November 15, 1966

Dear Administrator:

Recently, we were funded by the U. S. Department of Health, Education and Welfare, Office of Education, to set up a Center for the Solution of Problems Associated with School Desegregation.

In the process of carrying out the intent of the Center, we have scheduled a conference for school superintendents in the greater Houston area for Friday and Saturday, November 18 and 19, 1966. This two-day conference is designed to inform you of the role, function, operation and procedures of the Center as well as to introduce outstanding consultants who are experienced with the problem.

The consultants for this conference are Dr. John W. Leston, Superintendent of Schools, Atlanta, Georgia and Mr. B. J. McCormick, Deputy Superintendent, Pittsburg Public Schools, Pittsburg, Pennsylvania. On Friday, November 18, Mr. McCormick will discuss, "Desegregation and Quality Education," and on Saturday, November 19, Dr. Leston will discuss, "Desegregation: One Approach to Community Acceptance."

We invite you to participate in these conferences and share your views. The meetings will be held at Texas Southern University, Auditorium, 158, November 18 and 19, 1966.

Participants in this two-day conference will be paid a stipend of fifteen dollars ($15) per day plus travel (one round trip) at the rate of nine cents per mile. We would be more than happy to have you share this experience with us.

Respectfully yours,

Clifton M. Claye, Director
Center of the Solution of Problems
Associated with School Desegregation

CMC/mp

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

NOVEMBER 23, 1966

DEAR ADMINISTRATOR:

The following activities in connection with the Center for the Solution of Problems Associated with School Desegregation are announced for your information and guidance:

I. AREA MEETING FOR SUPERINTENDENTS

A. AUSTIN AREA

December 2 and 3, 1966 - Auditorium, Administration Building, 6100 Guadalupe, Austin, Texas.

B. DALLAS AREA

December 9 and 10, 1966 - West Holiday Inn, Dallas, Texas

CONSULTANTS FOR BOTH MEETINGS

Mr. John W. Letson, Superintendent, Atlanta Public Schools, Atlanta, Ga.
TOPICS: "Desegregation: One Approach to Community Acceptance," and "Desegregation and Social Life of the School."

Mr. Francis Rifugiato, Curriculum Coordinator, Pittsburg Public Schools, Pittsburg, Pa.
TOPIC: "School Desegregation and Curriculum Considerations."

II. STAFF DEVELOPMENT MEETING FOR TEAMS

(Four participants, two Negroes and two whites, Teachers, Principals, and/or Counselors from each participating school district). Monday and Tuesday, December 12 and 13, 1966, Auditorium 158, Texas Southern University, Houston, Texas.

CONSULTANTS: Dr. Susan Millman and Miss Edith Calhoun, Staff Members, Institute for Developmental Studies, New York University, New York, N. Y.
TOPIC: "Cultural Differences and Motivational Considerations."

Registration for these activities will begin at 8:30 a.m. on the first day of each scheduled meeting.

Participants in these conferences will be paid a stipend of fifteen dollars ($15) per day plus travel (one round trip per car from each school district) at the rate of nine cents (9¢) per mile.

We invite you and your staff members to share these experiences with us. If you have any questions or inquiries regarding these meetings, please feel free to contact me.

Respectfully,

Clifton M. Claye, Director

j

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

November 30, 1966

Dear Co-Worker:

In carrying out the intent of the Center, we have scheduled a two-day staff development meeting for public school personnel on December 12-13,1966, at 9:00 a.m., in the Auditorium Building, Room 158. The topic for exploration at this meeting is:

"The Implication of Cultural and Motivational Differences for Quality Education in a Desegregated School."

The consultants will be Dr Susan Millman and Miss Edith Calhoun, Staff Members, The Institute for Developmental Studies, New York University. We invite you to share these experiences with us.

If you have the time and inclination to assist us in this effort, we would appreciate your assuming responsibility for a small group analysis of the presentation by the consultants, if the number of participants warrant such a breakdown. If you are available for such activity, please inform me by calling Extension 238.

I look forward to hearing from you.

Professionally yours,

Clifton M. Claye, Director
Resource Cenger for the Solution of Problems
Associated with School Desegregation

dja

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

January 17, 1967

Dear Administrator:

The Resource Center for the Solution of Problems Associated with School Desegregation, in cooperation with the United States Office of Education, presents a one-day Institute on School Desegregation, Saturday, February 4, 1967, 9:00 A. M., Auditorium 158, Texas Southern University, Houston, Texas, for administrator teams (at least three from each school district) composed of Superintendents, School Board Members, School Board Lawyers, or other administrative personnel.

Dr. William Foster of the Law School, University of Wisconsin, Madison, Wisconsin, will discuss, "The Impact of the Recent Fifth Circuit Court of Appeals Decision on School Desegregation in Texas."

A representative of the United States Office of Education will discuss the 1967 U. S. O. E. Guidelines for Desegregation and members of the Center's staff will discuss the nature and kinds of services the Center might be able to offer as you move toward quality education in a desegregated situation.

Participation in this activity will be limited to 150 persons. In order that we may plan for maximum school district participation while assuring adequate representation from each school district, we would appreciate your completing and returning the enclosed information sheet to us as soon as possible. Registration for the Institute will start at 8:30 A. M., Saturday, February 4, 1967, in the lobby of the Auditorium.

Persons participating in this conference will be paid a stipend of fifteen (15) dollars plus travel (round trip @ 9¢ per mile for each car and we must limit travel payments to one car for each school district).

Time will be provided for you to seek answers to your questions. Please feel free to contact us concerning any information regarding this Institute.

We are eagerly looking forward to seeing you.

Professionally yours,

Clifton M. Claye

CMC/mp

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

FEBRUARY 22, 1967

DEAR ADMINISTRATOR:

The Resource Center for the Solution of Problems Associated with School Desegregation, in cooperation with the United States Office of Education; presents a one-day Institute on Staff Desegregation, Saturday, March 18, 1967, 9:00 A.M., Auditorium 158, Texas Southern University, Houston, Texas, for administrative teams (at least three persons from each school district) composed of School Board Members, Superintendents, School Board Lawyers, or other administrative personnel.

Samuel V. Noe, Superintendent of School, Louisville, Kentucky will explore in depth, Staff Desegregation: Issues, Problems, and Promises.

A representative of the United States Office of Education will discuss the opportunities for obtaining technical assistance in the Process under Title IV of the Civil Rights Acts and the expectations of the office for the 1967-68 school year.

Participation in this activity will be limited to 150 persons. In order that we may plan for maximum school district participation while assuring adequate representation from each school district, we would appreciate your completing and returning the enclosed information sheet to us as soon as possible. Registration for the institute will start at 8:30 A. M., Saturday, March 18, 1967 in the lobby of the auditorium.

Persons participating in this conference will be paid a stipend of fifteen (15) dollars plus travel (round trip @ 9¢ per mile for each car and we must limit travel payments to one car for each school district).

Time will be provided for you to seek answers to your questions. Please feel free to contact us for additional information if necessary.

To expedite the mailing of the checks, please check in with the clerk if you preregistered and indicate the person who is to receive travel.

Profesionally yours,

Clifton M. Claye

Enclosure

mp

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

April 17, 1967

Dear Administrator:

The Center for the Solution of Problems Associated with School Desegregation announces the third in a series of institutes for educational decision-makers. This institute is scheduled for May 5 and 6, 1967 and is designed to assist instructional leaders in meeting and solving problems which, we think, will be occasioned by stepped up desegregation of students and staffs in September.

The following consultants will explore in depth the areas indicated:

A. Dr. Neil Sullivan, Superintendent, Berkley Unified School Districts, Berkley, California. The New Dimensions of Leadership Needed in Desegregated Schools.

B. Dr. Evelyn Murray, Professor, University of Tennessee, Knoxville, Tennessee. Curriculum Innovations and Materials Needed in Desegregated Schools..

C. Mr. John Lawter, Principal, Central High School, Oklahoma City, Oklahoma. Effective Teaching in Desegregated Schools.

Participants in this institute will be in Teams, Negro and white, of at least three instructional leaders: a high school Principal, an elementary school Principal, and a Supervisor or Curriculum Coordinator.

A stipend of fifteen (15) dollars per day will be paid participants, plus travel (one car from each Partitipating school district) round trip, at nine (9) cents per mile.

Again, we are forced to limit participation to one-hundred fifty (150) persons. We trust that your school district will be among those represented.

Registration will start at 9:00 a. m., May 5, 1067 in Auditorium 158, Texas Southern University with the first General Session starting at 10:00 a. m.

Professionally yours,

Clifton M. Claye, Director
Center for the Solution of Problems
Associated with School Desegregation

CMC/mp

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

June 9, 1967

Dear Administrator:

The Center for the Solution of Problems Associated with School Desegregation in cooperation with the Corpus Christi Independent School District announces a two-day seminar for local school administrators at the Sea Gun Inn in Rockport, Texas. The Seminar is scheduled for June 23-24, 1967 and is designed to improve interpersonal interactions. The following consultants will explore in depth the areas indicated:

Dr. J. B. Jones, Dean, Student Personnel, Texas Southern University, Houston, Texas, "Some Basic Reasons For Misunderstandings in Inner-Ethnic Group Relations In The Educational Context."

Dr. Darrell S. Willey, Professor of Educational Administration, New Mexico State University, "Implications of Changes in a Multi-Ethnic Society for Educational Administration."

Dr. Jack E. Dodson, Associate Director, Professor of Sociology, University of Houston, and Associate Director of C. S. P. A. D., " The Changing Patterns of Discrimination in American Society: Causes and Consequences."

Participants in the seminar will paid a stipend of $15.00 per day plus travel (for a limited number of cars) round trip, at nine cents (9¢) per mile.

Registration will start at 8:00 a. m. on June 23, 1967 with the first session starting at 9:00 a. m.

Professionally yours,

Clifton M. Claye

Clifton M. Claye, Director
Center for the Solution of Problems
Associated with School Desegregation

zrh

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

July 27, 1967

Dear Fellow-Teacher:

The Center for the Solution of Problems Associated with School Desegregation in cooperation with the Corpus Christi Independent School District announces a two-day seminar for local classroom teachers. 'The Seminar will be held at the Richard King Senior High School, August 22-23, 1967 and is designed to improve inter-personal relationships. The following persons will explore in depth the areas indicated:

Edith Calhoun, Director, Community and Parents Program, Institute for Developmental Studies, New York University, "Cultural Differences and Implications for Teaching and Learning in the Desegregated School."

George Sanchez, Professor, University of Texas, "Patterns of Behavior Among Minority Groups Which Should Be of Concern to Teachers."

J. B. Jones, Dean of Students, Texas Southern University, "Human Relations Education for the Teacher."

Participants in the Seminar will be paid a stipend of fifteen (15) dollars per day.

Registration will start at 8:00 a. m. on August 22, 1967 with the first session starting at 9:00 a. m.

For further information contact Joe Parks, Assistant Superintendent for Administration, Corpus Christi Independent School District.

Professionally yours,

Clifton M. Claye

Clifton M. Claye, Director
Center for the Solution of Problems
Associated with School Desegregation

zrh

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

September 22, 1967

Dear Fellow Teacher:

The Center for the Solution of Problems Associated with School Desegregation in cooperation with the Ennis Independent School District announces a one-day seminar for local educators. The general theme for the seminar is: The Expanding Role of the Teacher in Desegregated Schools: Curriculum Innovations. The seminar is designed as a part of a continuing in-service education program to help school personnel examine roles, functions, methodology, and content, and, at the same time, improve interpersonal relationships. The seminar will be held in the Ennis High School Auditorium, Saturday, October 7, 1967. The following persons will explore in depth the areas indicated:

Lawrence A. Davis will put in historical perspective the civil rights movement which has resulted in desegregation of public schools and the implications for teaching, learning, and curriculum revision.

John P. McIntyre will explore in depth the expanding role of the teacher and the expanding goals of the curriculum which have resulted from desegregation of public schools.

Maeleen Arrant and Jerome Bourgeois will react, along with the above two people, to the presentations in an effort to deepen insights, broaden understandings, clarify concepts, etc.

Participants in the seminar will be paid a stipend of fifteen (15) dollars per day.

Registration will start at 8:30 A. M. in the lobby of the auditorium. The first general session will start at 9:00 A. M.

For further information contact your Superintendent, Mr. F. E. Watson.

Profesionally yours,

Clifton M. Claye, Director
Center for the Solution of Problems
Associated with School Desegregation

CMC/mp

APPENDIX B

(PROGRAMS)

SUPERINTENDENT'S CONFERENCE

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS

November 18-19, 1966

CONFERENCE TIMETABLE

FRIDAY, NOVEMBER 18 -

8:30 - 9:00	REGISTRATION Auditorium 158
9:00 - 9:10	GREETINGS H. Hadley Hartshorn, Dean College of Arts and Sciences Texas Southern University
9:10 - 9:25	THE CENTER - ITS ROLE AND SERVICES Clifton M. Claye, Director
9:25 - 10:10	PRESENTATION, PART I - DESEGREGATION and QUALITY EDUCATION B. J. McCormick, Deputy Superintendent Pittsburg Public Schools, Pittsburg, Pa.
10:10 - 10:40	QUESTIONS and ANSWERS
10:40 - 11:00	COFFEE BREAK
11:00 - 12:00	PRESENTATION, PART II - DESEGREGATION and QUALITY EDUCATION B. J. McCormick
12:00 - 1:30	LUNCH
1:30 - 2:30	QUESTIONS and ANSWERS
2:30 - 3:00	COFFEE BREAK
3:00 - 4:00	SMALL GROUP DISCUSSIONS
4:00 - 4:45	GROUP REPORTS and REACTIONS

SATURDAY, NOVEMBER 19

9:00 - 9:45	PRESENTATION - DESEGREGATION: ONE APPROACH TO COMMUNITY ACCEPTANCE John W. Letson, Superintendent Atlanta Public Schools, Atlanta, Ga.
9:45 - 10:30	QUESTIONS AND ANSWERS
10:30 - 11:00	COFFEE BREAK
11:00 - 11:45	PRESENTATION - DESEGREGATION and SOCIAL LIFE OF THE SCHOOL John W. Letson
11:45 - 12:30	QUESTIONS AND ANSWERS

SUPERINTENDENT'S CONFERENCE

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS

December 2 - 3, 1966 (Austin)
December 9 - 10, 1966 (Dallas)

CONFERENCE TIMETABLE

FRIDAY - DECEMBER 2 - (9)

8:30 - 9:00 REGISTRATION
Auditorium

9:00 - 9:15 GREETINGS
Supt. of Schools

9:15 - 9:30 THE CENTER: Its Role and Services -
Clifton M. Claye

9:30 - 10:30 PRESENTATION: School Desegregation and Curriculum Consideration
Francis Rifugiato, Curriculum Coordinator - Pittsburgh Public Schools

10:30 - 11:00 COFFEE BREAK

11:00 - 12:00 QUESTIONS AND ANSWERS

12:00 - 1:30 LUNCH

1:30 - 2:30 PRESENTATION: Desegregation: One Approach to Community Acceptance.
John W. Letson, Supt.,
Atlanta Public Schools, Atlanta, Ga.

2:30 - 3:00 COFFEE BREAK

3:00 - 4:00 QUESTIONS AND ANSWERS

SATURDAY - DECEMBER 3 -(10)

9:00 - 9:45 PRESENTATION: School Desegregation and Curriculum Considerations
Francis Rifugiato

9:45 - 10:30 QUESTIONS AND ANSWERS

10:30 - 11:00 COFFEE BREAK

11:00 - 11:45 PRESENTATION: Part II, Desegregation and Social Life of the School.
John W. Letson

11:45 - 12:30 QUESTIONS AND ANSWERS

Staff Development Meeting

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY

Houston, Texas

December 12-13, 1966

CONFERENCE TIMETABLE

MONDAY - DECEMBER 12

8:30–9:00 REGISTRATION
Auditorium

9:00–9:15 GREETINGS - E. W. Rand,
Director of Teacher Education
Texas Southern University

9:15–9:30 THE CENTER: Its Role and
Services
Clifton M. Claye

9:30–10:30 PRESENTATIONS: "Cultural
Differences and Implications
for Teaching and Learning in a
Desegregated School"
Edith Calhoun, Director,
Community and Parents Programs,
Institute for Developmental
Studies, New York University

10:30–11:00 COFFEE BREAK

11:00–12:00 QUESTIONS AND ANSWERS

12:00–1:30 LUNCH

1:30–2:30 PRESENTATIONS: "Motivational
Considerations and Implications
for Teaching and Learning in a
Desegregated School"
Susan Millman, Social Psychologist,
Institute for Developmental Studies
New York University

2:30–3:00 COFFEE BREAK

3:00–4:00 QUESTIONS AND ANSWERS

TUESDAY - DECEMBER 13

9:00–10:30 SMALL GROUP DISCUSSIONS

10:30–11:00 COFFEE BREAK

11:00–11:45 GROUP REPORTS

11:45–12:15 PRESENTATION: "Small
Groups - Their Characteristics-
Their Improvement"
Jack Dodson, Associate
Director

TEXAS SOUTHERN UNIVERSITY'S

RESOURCE CENTER FOR THE SOLUTION

OF PROBLEMS ASSOCIATED WITH

SCHOOL DESEGREGATION

Presents

AN INSTITUTE ON SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS

February 4, 1967

This program is supported by a grant from the United States Department of Health, Education and Welfare, Office of Education.

INSTITUTE TIMETABLE

SATURDAY, FEBRUARY 4, 1967

8:30 - 9:00 Registration
Auditorium 158

9:00 - 9:10 Greetings
Dr. Joseph A. Pierce,
President
Texas Southern University

9:10 - 10:00 Address
THE IMPACT OF THE FIFTH CIRCUIT COURT OF APPEALS' RECENT DECISION ON SCHOOL DESEGREGATION -
Dr. G. William Foster
Professor of Law
The School of Law
University of Wisconsin

10:00 - 10:45 Reaction Panel
Moderator - *Dr. Kenneth S. Tollett*
Dean
School of Law
Texas Southern University

Reactors -
Attorney William L. Woods, Jr.
Houston
Attorney Sidney Buchanan
Houston

10:45 - 11:25 Questions and Answers

11:25 - 11:45 Coffee Break

11:45 - 1:00 Discussion
"The 1967 U. S. O. E. Guidlines for Desegregation and Hopes of the Office"
L. D. Hulit
Office of Education, Office of Equal Educational Opportunity
Washington, D. C.

1:00 - 1:45 Questions and Answers

1:45 - 2:00 The Center - Its Role and Services
Clifton M. Claye

2:00 - 2:15 Questions and Answers

TEXAS SOUTHERN UNIVERSITY'S

RESOURCE CENTER FOR THE SOLUTION

OF PROBLEMS ASSOCIATED WITH

SCHOOL DESEGREGATION

Presents

An Institute on Staff Desegregation

TEXAS SOUTHERN UNIVERSITY

Houston, Texas

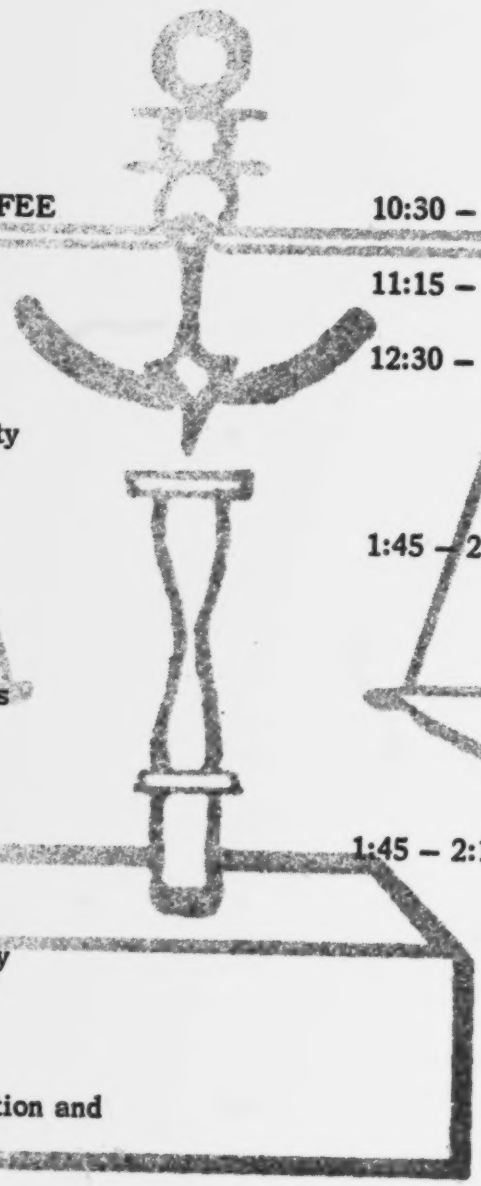
March 18, 1967

* *

This program is supported by a grant from the United States Department of Health, Education and Welfare, Office of Education.

2

INSTITUTE TIMETABLE



SATURDAY, MARCH 8, 1967

8:30 – 9:00 REGISTRATION & COFFEE
Auditorium 158

9:00 – 9:10 GREETINGS –
Dr. Joseph A. Pierce
Acting President
Texas Southern University

9:10 – 9:50 ADDRESS –
"Staff Desegregation"
Part I
Dr. Samuel V. Noe
Superintendent
Louisville Public Schools
Louisville, Kentucky

9:50 – 10:30 REACTION PANEL
Moderator
Dr. J. B. Jones, Dean
Student Personnel
Texas Southern University

REACTORS –
Dr. Earl W. Rand
Director - Teacher Education and Certification

Mrs. Howard Barnestone
School Board Member
Houston, Texas

10:30 – 11:15 QUESTIONS & ANSWERS

11:15 – 12:30 LUNCH

12:30 – 1:45 ADDRESS –
"Staff Desegregation"
Part II
Dr. Samuel V. Noe

1:45 – 2:15 REACTION PANEL
Moderator
J. B. Jones

PANELISTS –
E. W. Rand
Mrs. Howard Barnestone

1:45 – 2:15 DISCUSSION –
"Expectations for Faculty Desegregation Under the U. S. O. E. 1967 – 68 Guidelines on School Desegregation"
Dr. Stanley Kruger
U. S. Office of Education
Office of Equal Educational Opportunity
Washington, D. C.

3:00 – 3:15 QUESTIONS AND ANSWERS

9:45–10:15	REACTION PANEL
10:15–11:00	PRESENTATION – "New Dimensions of Leadership Needed in Desegregated Schools" Part II *Cleo Cook*
11:15–11:20	REACTION PANEL
11:20–11:40	COFFEE
11:45–12:30	PRESENTATION – "Curriculum Innovations and Materials Needed in Desegregated Schools" Part II *Evelyn Murray*
12:30–1:30	LUNCH
1:30–2:15	PRESENTATION – "Effective Teaching in Desegregated Schools" Part II *John Lawter*
2:15–2:45	REACTION PANEL
2:45–3:15	QUESTIONS AND ANSWERS

TEXAS SOUTHERN UNIVERSITY'S

RESOURCE CENTER FOR THE SOLUTION

OF PROBLEMS ASSOCIATED WITH

SCHOOL DESEGREGATION

Presents

An Institute on School Desegregation

for

Instructional Leaders

TEXAS SOUTHERN UNIVERSITY

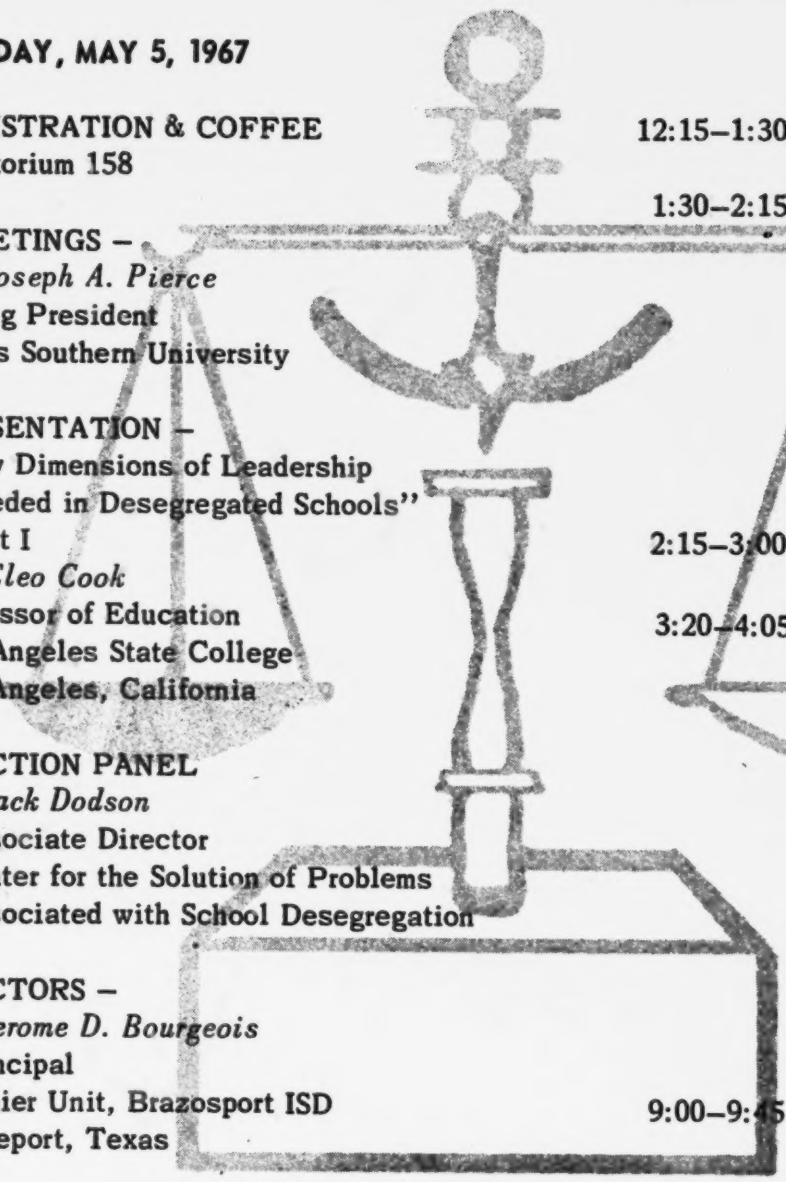
Houston, Texas

May 5 – 6, 1967

* *

This program is supported by a grant from the United States Department of Health, Education and Welfare, Office of Education

INSTITUTE TIMETABLE



FRIDAY, MAY 5, 1967

9:00–10:00 REGISTRATION & COFFEE
Auditorium 158

10:00–10:15 GREETINGS –
Dr. Joseph A. Pierce
Acting President
Texas Southern University

10:15–11:00 PRESENTATION –
"New Dimensions of Leadership Needed in Desegregated Schools" Part I
Dr. Cleo Cook
Professor of Education
Los Angeles State College
Los Angeles, California

11:00–11:45 REACTION PANEL
Dr. Jack Dodson
Associate Director
Center for the Solution of Problems Associated with School Desegregation

REACTORS –
Mr. Jerome D. Bourgeois
Principal
Lanier Unit, Brazosport ISD
Freeport, Texas

Dr. Louise Stephens
Langston University
Langston, Oklahoma

11:45–12:15 QUESTIONS AND ANSWERS

12:15–1:30 LUNCH

1:30–2:15 PRESENTATION –
"Curriculum Innovations and Materials Needed in Desegregated Schools" Part I
Dr. Evelyn Murray
Professor of Education
University of Tennessee
Knoxville, Tennessee

2:15–3:00 REACTION PANEL

3:20–4:05 PRESENTATION –
"Services Available Under Public Public Law 88–352"
Mrs. Susan Robey
Program Specialist
Office of Equal Educational Opportunities
Washington, D. C.

QUESTIONS AND ANSWERS

SATURDAY, MAY 6, 1967

9:00–9:45 PRESENTATION –
"Effective Teaching in Desegregated Schools" Part I
John Lawter, Principal
Central High School
Oklahoma City, Oklahoma

ADMINISTRATOR'S SEMINAR

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

SEA GUN INN

ROCKPORT, TEXAS

June 23–24, 1967

This program is supported by a grant from the United States Department of Health, Education and Welfare, Office of Education.

SEMINAR TIMETABLE

FRIDAY, JUNE 23, 1967

8:00–9:00 — ***REGISTRATION***

9:00–9:15 — ***GREETINGS–***
Dr. Dana Williams
Superintendent
Corpus Christi ISD

9:15–10:30 — ***PRESENTATION–***
"The Changing Patterns of Discrimination in American Society: Causes and Consequences"
Dr. Jack Dodson
Associate Director
C. S. P. A. D.

10:30–11:30 — ***COFFEE BREAK***

11:00–11:30 — ***REACTION PANEL–***
Dr. J. B. Jones
Dean of Students
Texas Southern University
Dr. Marvin V. Layman
Associate Professor, Sociology
Texas Southern University

11:30–12:00 — ***QUESTIONS AND ANSWERS***

12:00–1:30 — ***LUNCH***

1:00–2:30 — ***PRESENTATION–***
"Implications of Changes in a Multi-Ethnic Society for Educational Administration"
Dr. Darrell S. Willey
Professor of Educational Administration
New Mexico State University

2:30–3:00 — ***REACTION PANEL***
George Rivera
J. B. Jones

3:00–4:00 — ***SMALL GROUP DISCUSSION***

SATURDAY, JUNE 24, 1967

7:30–8:30 — ***PRESENTATION–***
"Some Basic Reasons for Misunderstandings in Inner-Ethnic Group Relations In The Educational Context"
Dr. J. B. Jones
Dean of Students
Texas Southern University

8:30–9:00 — ***REACTION PANEL***
Darrell S. Willey
Marvin V. Layman

9:00–9:30 — ***COFFEE BREAK***

9:30–10:00 — ***SMALL GROUP DISCUSSION***

10:00–11:00 — ***PANEL DISCUSSION–***
"What Are The Issues and What Are The Answers?"
J. B. Jones
Darrell Willey
Marvin Layman
George Rivera

11:00–12:00 — ***LUNCH***

12:00–12:45 — ***SMALL GROUP DISCUSSION***

12:45–1:00 — ***GROUP REPORTS***

Adjournment

THE RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

Presents

A

Seminar

on

Human Relations In the Classroom

Richard King Senior High School

Corpus Christi, Texas

August 22 – 23, 1967

This program is supported by a grant from the United States Department of Health, Education and Welfare, Office of Education.

SEMINAR TIMETABLE

TUESDAY, AUGUST 22, 1967

8:30 – 9:00 REGISTRATION

9:00 – 9:15 GREETINGS –
Dr. Dana Williams
Superintendent
Corpus Christi ISD

9:15 – 10:00 PRESENTATION –
"Cultural Differences and Implications for Teaching and Learning in the Desegregated School"
Edith Calhoun, Director Community and Parents Program
Institute for Developmental Studies
New York University
New York, New York

10:00 – 10:30 REACTION PANEL –
George Sanchez, Professor
University of Texas, Austin, Texas

J. B. Jones
Dean of Students, Texas Southern University

George Rivera, Graduate Assistant
C.S.P.A.D.

10:30 – 11:00 COFFEE BREAK

11:00 – 11:45 PRESENTATION –
"Patterns of Behavior Among Minority Groups Which Should Be of Concern to Teachers"
George Sanchez, Professor
University of Texas, Austin, Texas

11:45 – 12:15 REACTION PANEL –
Edith Calhoun
J. B. Jones
George Rivera

12:15 – 1:45 LUNCH

1:45 – 3:15 SMALL GROUP DISCUSSIONS

3:15 – 4:00 GENERAL SESSION
GROUP REPORTS
QUESTIONS AND ANSWERS

WEDNESDAY, AUGUST 23, 1967

8:00 – 9:00 REGISTRATION

9:00 – 9:45 PRESENTATION –
"Human Relations Education For the Teacher"
J. B. Jones

9:45 – 10:15 REACTION PANEL –
Edith Calhoun
George Rivera
George Sanchez

10:15 – 10:45 COFFEE BREAK

10:45 – 12:00 PANEL DISCUSSION –
"What Are the Issues and What Are the Answers?"

J. B. Jones
Edith Calhoun
George Sanchez
George Rivera

12:00 – 1:30 LUNCH

1:30 – 2:30 SMALL GROUP DISCUSSIONS

2:30 – 3:00 GENERAL SESSION
GROUP REPORTS

THE RESOURCE CENTER FOR THE SOLUTION

OF PROBLEMS ASSOCIATED WITH

SCHOOL DESEGREGATION

Presents
A
Seminar on

The Expanding Role of the Teacher in a Desegregated School: Curriculum Innovations

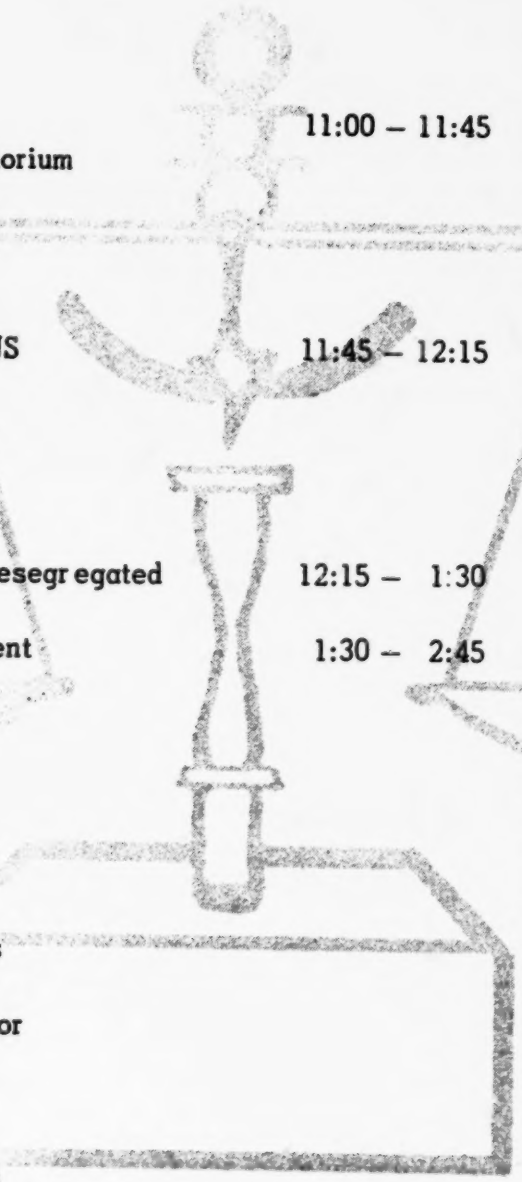
High School Auditorium

ENNIS, TEXAS

October 7, 1967

This program is supported by a grant from the United States Department of Health, Education and Welfare, Office of Education.

SEMINAR TIMETABLE



8:30 – 9:00 REGISTRATION
Lobby of High School Auditorium

FIRST GENERAL SESSION
High School Auditorium

9:00 – 9:15 GREETINGS – DIRECTIONS
Forrest E. Watson
Superintendent, Ennis ISD
Ennis, Texas

9:15 – 10:00 PRESENTATION
"Curriculm Demands of a Desegr egated School"
Lawrence A. Davis, President
A M & N College
Pine Bluff, Arkansas

10:00 – 10:30 REACTION PANEL

John P. McIntyre
Supervisor of Curriculm
Dade County Public Schools

Maeleen C. Arrant, Supervisor
Elementary Schools
Pine Bluff, Arkansas

Jerome Bourgeois, Principal
Freeport Junior High School
Freeport, Texas

10:30 – 11:00 COFFEE BREAK
High School Cafeteria

SECOND GENERAL SESSION
High School Auditorium

11:00 – 11:45 PRESENTATION –
"Expansion of Teacher Roles and Curriculum Goals in Desegregated Schools"
John P. McIntyre

11:45 – 12:15 REACTION PANEL –

Lawrence Davis
Jerome Bourgeois
M. C. Arrant

12:15 – 1:30 LUNCH

1:30 – 2:45 SMALL GROUP SESSION

Group I – Grades 4 – 6
John P. McIntyre, Leader
Room 208

Group II – Grades 1 – 3
M. C. Arrant, Leader
Room 208

Group III – Grades 7 – 8
Jerome Bourgeois, Leader
Room 209

Group IV – Grades 9 – 12
Lawrence Davis, Leader
Room 308

THIRD GENERAL SESSION
High School Auditorium

2:45 – 3:30 PANEL DISCUSSION –
"What are the Issues and What are the Answers?"

John P. McIntyre
M. C. Arrant
Jerome Bourgeois
Lawrence Davis

THE RESOURCE CENTER FOR THE SOLUTION
OF PROBLEMS ASSOCIATED WITH
SCHOOL DESEGRATION

Presents a Seminar

on

QUALITY EDUCATION IN A DESEGRATED SCHOOL: ITS MEANING AND SOME APPROACHES

Region VI Education Service Center

Mt. Pleasant, Texas

October 25, 1967

* *

This program is supported by a grant from the
United States Department of Health, Education
and Welfare, Office of Education.

SEMINAR TIMETABLE

First General Session

9:00– 9:15 — GREETINGS –
J. W. Donaldson, Director
Regional Service Center

9:15–10:00 — PRESENTATION –
"Quality Education: Its Meaning and Import"
Lawrence A. Davis
President
A. M. & N. College
Pine Bluff, Arkansas

10:00–10:30 — REACTION PANEL –

Aaron Lipton, Professor
Elementary Education
College of Education
Pennsylvania State College
State College, Pa.

James Carl Detherage
Superintendent
Roxton ISD
Roxton, Texas

J. B. Jones, Professor
Psychology and Guidance
Texas Southern University
Houston, Texas

10:30–11:00 — COFFEE BREAK

11:00–12:00 — SMALL GROUP DISCUSSIONS

Group I –
Lawrence Davis, Leader
Room – To be announced

Group II –
Aaron Lipton, Leader
Room – To be announced

Group III –
J. B. Jones, Leader
Room – To be announced

Group IV –
James Detherage, Leader
Room – To be announced

12:00–1:30 — LUNCH

Second General Session

1:30–2:15 — PRESENTATION –
"Quality Education in a Desegregated School: Some Approaches to Achieving"
Aaron Lipton

REACTION PANEL –

L. A. Davis
James Detherage
J. B. Jones

2:45–3:15 — SMALL GROUP DISCUSSIONS

Same as the morning groups

APPENDIX C

(DISCUSSION GUIDES)

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

DISCUSSION GUIDE

The Crosby Independent School District has sought assistance through the Director of the Resource Center for the Solution of Problems Associated with School Desegregation, to help them solve what seems to be some problems related to compliance with the United States Office of Education 1966 Guidelines on Desegregation of Schools.

Since we do not have first hand information concerning the problems, the following questions have been formulated. The background of these questions is an article which appread in the January 17, 1967 Houston Chronicle. The space on the right is provided for your notes, comments, and/or questions.

1. What are some factors which might lead a group of students to transfer or re-transfer?

2. Is it possible to reword the contracts so that teachers do not contract for a particular school?

3. What is "realism" as interpreted by the Crosby School Board?

ESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

DISCUSSION GUIDE

This document includes and elaborates, somewhat, the ideas which will be presented by Dr. Bullock. They are presented here to form the basis of small group discussions. Read them carefully, think about them, and come to Cold Springs on the 23rd of January, 1967 prepared for a series of lively discussions relative to them. The space on the right is provided for your notes, comments, and/or questions.

1. One of the great needs in the desegregation process is the development of a bridge of understanding between white and Negro teachers who, though functioning separately, have been generally involved in the same national enterprise: the education of the nation's children for competent functioning in the type of society we claim as our cultural heritage. To faciliate discussions that might, in turn, enhance this understanding, we will make "social class position" and "the middle class educational form" as basic terms of the first part of our conference exploration. The former term, relating to the level of social origins of public school teachers, will be defined as the level of occupation and education characterizing the family background of public school teachers. It will be related to the mobility of these teachers out of this background. The latter will pertain to the functional aims of our eduucative process, and will be employed as a backdrop against which will be placed the pupils we teach.

2. The term "school environment," which will also be an important facet of this discussion, will relate to the kind of demands the school places upon its pupils through the expectations of its teachers, administrators, and the pupils peers.

3. "Dropout Behavior," a term which we will use quite frequently, is here defined as the responses of pupils to the demands of their school environment, where these demands elicit withdrawal symptoms as indicated through various facets of their school record. This type of behavior will be employed merely as one of the many symptoms of withdrawal, and these types of symptoms will be brought into sharp focus in an effort to develop a greater understanding of the common problems White and Negro teachers inevitably face as they attempt to foster the educative process through their respective kinds of schools.

4. "The common ground," will be defined as the problems of education faced by all teachers, and will be presented as various demands of modern technology and of a society gone mad with technology. The common ground will be presented as a common thread that stitches White and Negro teachers together to compose one fabric of America's educational aspirations and presents a bridge across which they can walk collectively toward a complete and integrated effort. Some proposals as to how this can be done will probably be presented.

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

DISCUSSION GUIDE

This document includes and elaborates, somewhat, the ideas presented by Dr. Millman and Miss Calhoun. They are presented here to form the basis for our small group discussion. Read them carefully tonight, think about them, and come prepared tomorrow for a series of lively discussions relative to them. The space on the right is provided for your notes, comments, and/or questions.

1. One major problem that we face as we study quality education and desegregation has to do with terminology. We confuse such terms as cultural deprivation; educationally disadvantaged; socially deprived; culturally different; self-concept; and motivation. For our discussion, the idea that one moves and one can only move in relation to what he perceives in a given situation, and that one can only assess a situation and action requirements of a situation in terms of his assessment of himself. Whatever movement or action occurs in behavior the assessment of self is self-concept, and those elements of the situation that produce behavior are motivations.

2. Too often, the complex problems faced by the Negro child as he enters school are assumed to fall into one of the rather general categories and one of these categories is used to sugarcoat problems that are racial. Actually, these problems are not restricted to any particular group but are probably present in varying degrees for all children.

3. When the usual problems associated with school entrance and attendance are superimposed upon a matrix of problems surrounding racial differences, a situation develops which is pregnant with frustrations.

4. The recent emphasis placed on "learning" of subject-matter, the preoccupation of the teaching profession with something called achievement, the overemphasis on assessment of factual knowledge, and the general tendency to expect something called normal performance have motivated us to compound frustrations of the Negro child.

5. There are several listings of "ideal" and "undesirable" traits of pupils and teachers with which all of us are familiar. How would our list look if we arranged them in rank order?

6. The achievement of a larger proportion of Negro children is inferior. The Negro pupil knows this, his white classmates know this, his teachers know this and this fact stands as a barrier between them and also tends to reinforce the superiority-inferiority feelings and stereotypes which prevail in our racially-structured society. Quality education in a desegregated school requires that pupils attain actual equality in scholastic achievement with their white fellow pupils.

7. Prevailing practices in ability grouping often result in high achieving classes which are nearly all white and low achieving classes which are nearly all Negro. These de facto segregated classes in desegregated schools nourish racial prejudice. Quality education in desegregated schools requires approaches to grouping which will serve varying needs without the negative social and emotional concomitants of ability grouping.

8. Quality education in desegregated schools requires instructional materials which deal with all people truthfully and with respect.

9. Much of what we try to teach in the school is negated decisively in the home. The problem is aggravated when we are dealing with white and Negro parents who may have conflicting opinions about the social changes underway in our culture. It is further aggravated by the distorted perceptions members of the professional staff often have of children's parents, resulting largely from the isolation of white teachers from the homes of Negro pupils and Negro teachers from the homes of white pupils. Quality education in a desegregated school requires rapport between professional staff and both white and Negro homes.

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

DISCUSSION GUIDE

This document includes and elaborates, somewhat, the ideas which will be presented by Mrs. Arrant. They are presented here to form the basis of small group discussions. Read them carefully, think about them, and come to New Waverly on the 7th of March, 1967 prepared for a series of lively discussions relative to them. The space on the right is provided for your notes, comments, and/or questions.

1. The white teacher in the Negro school is accepted by the Negro professionals and the Negro community but she is an isolate in her own "white" community. The white professional tends to look down on her and the white establishment shuts her out of the community activities.

2. The Negro teacher in the white school is tolerated by white professionals and completely ignored and invisible by and to the white community. Thus, the Negro teacher in the white school too, is an isolate.

3. When we talk about deprivation we should keep in mind that all of us are deprived to some degree.

4. Most children, regardless of race or circumstance, are of normal intelligence and all children have a background of experiences. Hence, all children learn when properly stimulated. Thus, the teacher as a paid trainer has the responsibility for stimulating children.

5. Instruction is carried out through network of communicative systems - both verbal and non-verbal. Hence, what the learner perceives to be the relationship of his teacher to his world affects his reaction and relationship to the learning environment.

TO START YOUR THINKING

In considering stepped-up desegregation in your school district next fall it might be well to review those factors in public education which might have contributed to or deterred the acculturation and academic achievement of students from lower-class or minority group backgrounds.

The following are presented to give direction to your thinking as you plan action programs for September.

In 1954, the United States Supreme Court by a unanimous decision declared that "Separate educational facilities are inherently unequal." Kenneth Clark drew the following conclusion: .... the United States Supreme Court has stated that segregation itself damages the personality of human beings .... (Clark, K. B. quoted by Patricia Sexton, Education and Income, New York: Viking Press, 1961, Page 243)

In analysing the Segregated School, Martin Deutsch concluded that: "....the more constricted an individual's social frame of reference and the greater its distance from the cultural mainstream, the less meaningful and less effective are the dominant cultural values that impinge on him in the schools and other social institutions. (Deutsch, M. P. quoted by M. L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas." Education in Depressed Areas, Passow, A. H. ed., New York: Teachers College, Columbia University, 1963, PP. 86-87)

Students from differing circumstances, i. e., different social class backgrounds, bring to school differently developed attitudes and verbal skills. Both have a strong influence upon their performance in school and later in life. (Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas" in Education in Depressed Areas (Passow ed., 1963) page 68,87.

.... increasing numbers of educators believe that the racial composition of schools can affect the performance and attitudes of students. There is some evidence that the academic achievement of Negro students is lower in majority-Negro than in majority-white schools, and many educators have said that attending schools almost exclusively with children of the same race has a negative effect upon the attitudes of both Negro and white students. (Clark, "Educational Stimulation of Racially Disadvantaged Children" in Education in Depressed Areas (Passow ed.) 1963. Page 156.

.... what the pupils are learning from one another is probably just as important as what they are learning from the teachers. This is what I refer to as the Hidden Curriculum. It involves such things as how to think about themselves, how to think about other people, and how to get along with them. It involves such things as values, codes, and styles of human behavior .... (Dr. C. Pinderhughes, Testimony at Boston Hearing of Civil Rights Commission).

Before Negroes can assume their rightful place in a desegregated American culture, important changes in the ego structure of Negro children must first take place. They must shed feelings of inferiority and self-derogation, acquire feelings of self-confidence and racial pride, develop realistic aspirations for occupations requiring greater education and training, and develop the personality traits necessary for implementing these aspirations. Desegregation .... is an important and first step in the reconsitution of Negro personality, since the school is the most strategically placed social institution for effecting rapid change both in ego structure and in social status. A desegregated school offers the Negro child his first taste of social equality and his first experience of first-class citizenship. He can enjoy the stimulating effects of competition with white children and can use them as realistic yardsticks in measuring his own worth and chances for academic and vocational success. Under these circumstances, educational achievement no longer seems so pointless, and aspirations for higher occupational status in the wider culture acquire more substance. (Ausubel, David and Pearl, "Ego Development Among Segregated Negro Children", Education in Depressed Areas, (Passow ed., 1963) Page 109.

As an instrument of democracy, the schools should work to reduce class and race barriers rather than to reinforce them. Havighurst contends that the lower class or racially segregated school reduces the democratic quality of our society, since many of the characteristics which we regard as essential for a democracy are systematically undermined by segregation. Havighurst further comments that limiting the school program to improvement of segregated schools is a tacit admission that "separate-but-equal" education is enough for Negro and lower-class youth. (Havighurst, R. J. "Urban Development and the Educational System", Education in Depressed Areas, (Passow ed., 1963) Page 33.

Raab and Lipset, in their study entitled "The Prejudiced Society" discuss the segregated school as a breeding ground for prejudice. Their documented study shows that the learning of prejudice is effected primarily by the kinds of social situations in which people live. Consequently, segregated communities are "Schools for Prejudice." .... They cite studies which show that specific attitudes change favorably after desegregation; and that is not necessary to wait for changes in attitudes before desegregation. (Raab, E. and S. M. Lipset, "The Prejudiced Society", American Relations Today, E. Raab ed., New York: Doubleday, 1962.

The average white student's achievement seems to be less affected by the strength or weakness of his schools facilities, curriculums, and teachers than is the average minority pupils. (Coleman, J. S. et al, Equality of Educational Opportunity Washington, D. C. U. S. Government Printing Office, 1966 page 22).

If correcting behavior is important for whites, so it is for Negroes. If jacking up white children who slump in their work is a way to increase their effort and attention, so it is for Negro children. If pressuring children to do their bestm to strive to be better, to aspire to be excellent is necessary to increase the achievement of white pupils, so it is for Negro pupils. Negro parents and children are not satisfied with leniency or with being overlooked. They want equality of interest, of treatment, and of opportunity to learn in the mixed school. (Noar, Gertrude, The Teacher and Integregation, Washington, D. C. NEA, 1966, page 33).

The concept of a common curriculum and a single state-adopted textbook failed to take into consideration the fact that all pupils of the same chronological age have not enjoyed equal advantages in terms of cultural development, economic opportunity, family stability, opportunity for learning, and previous academic success. If educationally deprived children are to receive from this time forward genuine educational opportunity, the school must compensate for the former and present disadvantageous circumstances through the development of a curriculum to meet their academic needs, whatever these needs may be. (Bash, J. H. Effective Teaching in the Desegregated School, Bloomington, Ind.: Phi Delta Kappa, Inc. 1966).

RESOURCE CENTER FOR THE SOLUTION OF PROBLEMS ASSOCIATED WITH SCHOOL DESEGREGATION

TEXAS SOUTHERN UNIVERSITY
P. O. BOX 351
HOUSTON, TEXAS 77004
Telephone
JAckson 8 - 0611
Area Code 713

DISCUSSION GUIDE

All of us know that desegregation, students and staff, will be stepped up in all our schools next fall. We know too, that this is going to create (??) or add to the already existing instructional problems in our individual schools. Among the anticipated problems are:

1. Low or non-motivated children in the same class group with highly motivated children.

2. Tendency on the part of some children of a particular race to "try" the teacher if she is of another racial group.

3. Children with poor study habits will be thrown together with children who know not only how to study but how to listen as well.

4. Some parents or pressure groups are going to complain that the poor performers (academic) will force the school to lower its standards.

5. Some parents and pressure groups are not going to accept teachers of a different race in particular schools, etc.

6. Less parent interest in school activities on the part of many parents.

7. Some parents want the school to do everything for the children. They just don't seem to care.

8. Social life within and without the school is strained.

9. Teachers who are members of a minority group in a given school tend to be isolates.

10. Some parents and pressure groups want to maintain the status quo.

11. Some people sterotype other people too often.

12. Ability grouping must be re-evaluated or we re-segregate in our desegregated schools.

13. Some groups tend to isolate themselves.

14. Patterns of behavior differ for various groups.

15. Some school boards have not openly charged policies regarding a dual school system - thus adding to the problem.

16. Some groups in our communities are diffcult to sell desegregation.

17. Standards of personal hygiene vary among people.

18. Communication becomes a problem because of different speech habits.

19. Some children's attitudes are already stabilized.

20. Book selection and Reading lists need re-examination.

21. Some students whom we call "slow learners" are in reality "poor learners."

22. Some parents and pressure groups are not going to accept members of another race at school social functions.

23. Some children do not feel that regular school attendance and studying have any value.

In our small group discussions we are to look at each of these problems as well as others and make plans for local action programs come September. At the out set we will explore these problems together. Then after lunch we will meet as individual schools and come up with our action plans. Time will be provided for each of us to listen to the plans of the other.

A limited amount of Resource materials has been sent to your superintendent for your information and guidance.

The space on the right is provided for your notes, comments, and/or questions. Let's come to Shepherd on April 18th, 4:00 P. M., prepared for a series of lively and profitable group discussions.

SELF EVALUATION FORM

Small Group Participation

Directions: Read carefully the following statements. In the column on the right, place a check (✓) under the heading which best describes what you do as a participant or leader in small groups working on school problems.

	Almost Always	Usually	Infrequent	Almost Never
1. Try to involve group members in agenda planning.				
2. Circulate agenda among members in advance of meeting.				
3. Make careful assessment of feasibility of agenda items.				
4. Review agenda with group at start of meeting for possible modifications.				
5. Work with group estimating time needed for each agenda item.				
6. Modify agenda during meeting, if advisable.				
7. Try to minimize influence of sheer status differences among members.				
8. Encourage all members to participate during discussions.				
9. Welcome new group members and encourage them to participate.				
10. Give close attention to maintenance of group morale.				
11. Encourage candor in expression of opinions.				
12. Try to get members to react to ideas not personalities.				
13. Give explicit attention to group process.				
14. Support the contributions of timid group members.				
15. Try to inhibit the over aggressive group member.				
16. Encourage friendliness among members before, during, and after sessions.				
17. Avoid sarcasm and other forms of ridicule.				

Self Evaluation Form, 2

	Almost Always	Usually	Infrequently	Almost Never
18. Make careful arrangements for optimum physical conditions, lighting, ventilation, seating, and refreshments.				
19. Try to set an example of desirable social behavior.				
20. Try to get members to share the work to be done.				
21. Try to avoid having conscientious members overload themselves.				
22. Capitalize on special talents of individual members in getting work done.				
23. Listen to and try to understand all comments.				
24. Directs discussion so that it eventually leads to action.				
25. Encourage evaluation by group of all action suggestions.				
26. Have a record made of all actions to be taken.				
27. See that specific persons to execute actions are indicated.				
28. Follow-up on and get reports on all actions.				
29. Relate all action suggestions to the task the group is working on.				
30. Encourage careful listening regardless of status of speaker.				
31. Call attention to wandering of the subject.				
32. Listen carefully for need for summaries and attempt to provide them.				
33. When ideas seem unclear, interpret, restate, clarify, give or solicit examples, etc.				
34. Encourage expression of relevant feelings.				
35. Take time to evaluate each group session at its conclusion.				
36. Make and welcome others' suggestions during meetings for improved procedures.				

Self Evaluation Form, 3

If you care to Read:

Cartwright, Dorim and Alvin Zander. Group Dynamics: Research and Theory. Evanston, Illinois, Row, Peterson & Co., 1953.

Hare, Paul. Small Groups: Studies in Interaction. New York, A. A. Kroph, 1955.

Henry, Nelson (Editor). The Dynamics of Instructional Group. NSSE Yearbook, No. 59, Part II. University of Chicago Press, Chicago, 1960.

Miles, Matthew. Learning to Work in Groups. New York, Teachers College Press, Columbia University, 1959.

Thelen, Herbert. The Dynamics of Groups at Work, Chicago, University of Chicago Press, 1954.